

Strike at York

University Administration Declares War

ON MAR. 19 YORK UNIVERSITY faculty went out on strike. The CAUT Defence Fund promised \$1,000,000 for strike pay and financial support for the operations of the union during the strike. Individual faculty associations also offered donations with the Association of University of New Brunswick Teachers leading the way with \$10,000.

As the strike entered its fourth week, the CAUT Executive declared a national and international alert publicizing the egregious attempts of the administration at York to undermine collective bargaining and its failure to bargain seriously with the York University Faculty Association.

YUFA has received many messages of support by fax and email and the York Federation of Students has been supportive of the strikers as has the Ontario branch of the Canadian Federation of Students.

The Association of University Teachers of the United Kingdom has advised its members not to take

jobs at York, not to proceed with collaborative research and not to attend conferences at York.

The tone was set last summer when the administration decided to end negotiations, abrogated conciliation and proceeded to strip the contract of one of its key articles on retirement and to impose their own. In effect the administration proceeded unilaterally and dared the union to go on strike. Nevertheless negotiations resumed in the fall and winter without success.

At a rally on Mar. 25, Professor David Clipsham, president of YUFA, and CAUT President Bill Bruneau noted the link between the unilateral imposition of contract articles and the more general problem of increasingly centralized and managerial decision-making at York. More and more key decisions are made in top-down style. The consequences are clear. Class sizes grow. Expensive decisions about new technologies are made without proper negotiation and without effective planning. As a result, the union has made class size and tech-

York University —
Is it Memorial all over again?

nological change important issues in the negotiations.

The York faculty are also angry with the administration about salary matters. York has dropped from twelfth to fourth place in Ontario in ten years. There is no money, the administration says. However, the union alleges that the administration has stashed money away in a series of funds at the discretion of the board.

Furthermore the provincial government itself has acknowledged that the Toronto area will be the centre of the area of maximum growth of student numbers in the next few years.

The financial situation has been aggravated by repeated and misleading statements by the administration concerning salary figures. Although it is offering zero on scale, it tells the public that it is offering eight per cent — a figure

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Une administration arbitraire force les professeurs de l'Université York à poursuivre leur grève

LE 19 MARS, LES PROFESSEURS de l'Université York ont déclenché la grève. La Caisse de défense a promis 1 million de dollars en indemnités de grève ainsi qu'un soutien financier pour les activités de fonctionnement du syndicat pendant la grève. Des associations de professeurs ont également fait des dons avec, en tête, l'Association of University of New Brunswick, qui a donné 10 000 \$.

Alors que la grève est maintenant à sa quatrième semaine, le Comité de direction de l'ACPPU a lancé une alerte nationale et internationale en rendant publiques les énormes tentatives de l'administration pour miner la négociation collective et refuser de négocier

sérieusement avec l'association des professeurs de l'université.

La YUFA a reçu de nombreux messages d'appui par télécopieur et par courrier électronique. La fédération des étudiants de York a également appuyé les grévistes ainsi que l'élément ontarien de la Fédération canadienne des étudiantes et des étudiants.

L'association of University Teachers (AUT) du Royaume-Uni a recommandé à ses membres de ne pas accepter de postes à l'Université York, de ne pas participer à des projets de recherches concertées et de ne pas assister à des conférences à l'université.

Le ton des négociations a été établi l'été dernier lorsque l'administration a décidé de mettre un

terme aux négociations, d'annuler la conciliation et de dépouiller la convention de l'un de ses principaux articles sur la retraite en imposant son propre article. L'administration a de fait agi unilatéralement et a mis le syndicat au défi de faire la grève. Les négociations ont néanmoins repris à l'automne et à l'hiver sans succès.

Lors d'une manifestation organisée le 25 mars dernier, le président de la YUFA, David Clipsham, et le président de l'ACPPU, Bill Bruneau, ont fait remarquer le lien entre l'imposition unilatérale d'articles de la convention et le problème plus général de la nature très centralisée et directive de la prise de décision à l'Université York. De plus en plus de décisions impor-

tales sont prises selon un style de gestion verticale descendante et les conséquences sont flagrantes : la taille des classes augmente, des décisions coûteuses sur l'utilisation de nouvelles technologies sont prises sans négociation suffisante et sans planification efficace. Le syndicat a donc décidé de faire de la taille des classes et des changements technologiques un enjeu important des négociations.

Les professeurs sont en outre en colère contre l'administration sur les questions salariales. En dix ans, l'université est passée de la 4^e à la 12^e place en Ontario. L'administration soutient qu'elle n'a pas d'argent. Le syndicat prétend toutefois qu'elle a mis des fonds en réserve que le conseil

d'administration utilisera à sa discrétion.

Le gouvernement de l'Ontario a en outre reconnu que la région de Toronto serait le centre d'une augmentation massive d'étudiants au cours des prochaines années.

À maintes reprises, l'administration a fait des déclarations trompeuses au sujet des salaires, ce qui a aggravé la situation financière. Ainsi, bien qu'elle n'offre aucune augmentation d'échelle, elle a déclaré publiquement qu'elle offrirait 8 p. 100. Elle arrive à ce pourcentage en additionnant les hausses d'échelon automatiques de la grille de rémunération, le salaire que l'université devrait verser de toute façon, y

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Ministers won't unite on out-of-province fees

Thank you for drawing to my attention the views of CAUT on the financial barriers that you believe may hinder the mobility of students at the post-secondary level.

The ministers of education took note of your concerns at their Feb. 17-18 meeting. They also reviewed and discussed recent developments pertaining to the introduction of out-of-province fees and to the conditions that exist in certain jurisdictions with regard to the portability of student financial assistance for out-of-province study.

The ministers decided not to take a collective position on these issues at this time.

PAUL CAPPON

Director General, Council of Ministers of Education, Canada

Accountability to management rights

I was delighted to read John McMurtry's timely letter in the February CAUT Bulletin. A general debate on the question of management rights in the university context is much needed and I hope that Dr. McMurtry's letter will trigger such discussion at a national level.

Accountability and collegiality should be closely intertwined within a community of scholars and the insinuation of unilateral management rights is alien to the functioning of an institution which has such a unique position in society. Management rights stem from a very different working environment in the private and public sectors and imposition of this concept on universities must be accompanied by their being subjected to spurious values. Historically major policy decisions and evaluation of such policies have rested with the scholars of a university who are best aware of the direction of developments within their academic disciplines. In such a context the relationship between scholars and university administration must be a very sensitive two-way interaction, otherwise the creative role of universities will be seriously impaired as will their economic potential. Do university collective agreements have to adopt practices which reflect the commercial sector but are destructive of the special qualities of universities?

University collective agreements should strive to replace the concept of management rights and the confrontational attitudes that stem from it, by defining more constructive collegial administrative relationships with faculty. Traditionally the role of university administration has been facilitative and supportive and this is still so in some of the finest universities; perhaps it is time that all Canadian administrations resume this role. I hope that CAUT will create the opportunity to debate this issue.

DEREK BURTON

Biology, Memorial University of Newfoundland

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Another slant on the differentiation of university roles

In the February CAUT Bulletin, Bill Bruneau outlined his concerns about differential roles for faculty. He based his argument on a particular document that circulated at UBC a few years ago. I haven't seen that document, so my comments come from a more general consideration of the issue.

Many universities declare teaching and research are both of major, and approximately equal, importance, and that service is of secondary importance. But as Dr. Bruneau himself acknowledges, in practice there has to be some variation when performance of individuals is evaluated. We aren't automatons all programmed to carry out identical tasks. So, with some important caveats, I don't read the principle of "differential roles" quite as cynically as Dr. Bruneau.

The first caveat is that all tenure-track faculty who aspire to unimpeded career progress in a university must be active in teaching and research. Full time continuing faculty should not be hired to do one or the other, the "social insect" metaphor is clearly an exaggeration which cannot apply to one who claims to be a "scholar."

The second caveat is that some activities can be construed as either teaching or research depending on your point of view. For example, when you teach a graduate student in science a laboratory technique required for the thesis program, is that teaching or is that research? In fact, this argument might be extended to almost any level of university teaching, inasmuch as an undergraduate degree is a prerequisite for advanced study and research. Here I share Dr. Bruneau's belief that both teaching and research should be regarded as essential components of scholarly activity.

The third caveat is that 'differentiation' should be a fluid or dynamic function of our careers. There may be all sorts of reasons for a scholar to vary his or her academic focus as the career progresses. For example, it is sometimes the practice that junior faculty be given a lighter teaching load for a few years so as to favour the establishment of a solid research program.

Moreover, an institution's recognition that focus of activity can lean heavily towards research for a defined period is manifested in sabbatical leave and distinguished research fellowship programs.

On the other hand, when a department wishes to develop new courses or new curricula, some faculty members may be given the responsibility of carrying out that task. But in most cases there is no memorandum of understanding that "research activity" may diminish for that period, and that career progress will not suffer as a result.

Similar arguments can be made for the service component of scholarship. Formalizing a differential role for a defined period might be a way of protecting the faculty member from being asked to carry out a major project (in teaching, for example) and then to be found wanting on the research that couldn't be done as a result.

Another case can be made for differential roles. We are now back in an era, not experienced since the sixties, when the number of faculty are inadequate for the job to be done. Of course, the reasons are different: back then it was hard to find the expertise; now there is simply the unwillingness to provide the resources. Many administrations have answered the challenge by hiring sessional instructors in unprecedented numbers.

I see differential roles among continuing faculty as a possible alternative. I think it far wiser to recognize differential talent, than to arbitrarily force everyone into the one-size-fits-all model of scholarship. Of course it would be unacceptable if the decision to differentiate were made unilaterally. There must be an assurance that all affected parties agree to the differential role.

One side of the coin: Those who are making an outstanding contribution to our international reputation through their research are already rewarded more or less adequately. But why do we tend to isolate them from the undergraduate community at large? One way in which universities could enhance their accountability to the public would be to showcase more of our international stars in the undergraduate classroom.

The other side: The reduced undergraduate teaching load of the outstanding researchers will have to be absorbed by those who are active in research but who are not in the outstanding class (by definition only a minority can be outstanding). In effect, we are doing this already. But if the status quo could become formalized as a "differential role," everyone would benefit.

Until teaching gains the respect it deserves, a portion of the merit increment pool may have to be set aside for it. Now we would have a system in which merit is itself recognized as a multifaceted entity. Now we would regain a sense of true collegiality, in which we could all capitalize on our strengths on behalf of the common good, and receive a rightful share of the rewards.

We would all benefit from a greater sense of worth; our students would benefit learning from scholars who no longer look upon teaching as a "load" or as "a cost of doing the important stuff," and the public at large would appreciate our mission and accept that we are truly relevant to society.

W. REUBEN KAUFMAN

President, Association of Academic Staff
University of Alberta

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BARGAINING & BENEFITS

Arthurs & Lorimer Release Report

Openness & Civility Needed at Trent

IN THE AFTERMATH OF THE strike at Trent University before Christmas and the subsequent mass exodus of senior administrators, the board of governors set up an external review of the administration of the university. The committee was composed of Professor Joyce Lorimer, past president of CAUT and Professor Harry Arthurs, former president of York University.

Arthurs and Lorimer submitted their report on March 15, and in it they noted that Trent was lucky enough to have a body of faculty and staff deeply committed to the institution. They commented, however, on a lack of civility in the political discourse at Trent. They did not wish to discourage vigorous disagreement but thought this could normally be done without personalizing the issues.

They also thought that over the years Trent had developed a syndrome of internal musings about the functioning of the university without having the structures to produce much in the way of results.

"Civility," they wrote, "does not demand that some form of consensus must always be reached before any action can be taken. What it does require is mutual respect, a willingness to listen to the other side, orderly procedures, and institutional safeguards."

They found significant problems in the management structure at Trent.

They stated there was a serious lack of institutional research. The university, they said, should create a research office for the production of information and analysis "which is accepted as reliable by all elements" of the university.

"It should," the report stated, "collect and display such data, especially in regard to labour relations matters, according to conventions agreed with the unions."

Arthurs and Lorimer thought this was essential for the university in its dealings with the provincial government and that the research office "...might help to lay to rest some campus controversies which

are now the result of misinformation or misinterpretation..."

They recommended a slight increase in the size of the senior administration through the creation of a new Dean of Graduate Studies and Research.

Arthurs and Lorimer also recommended that senior administration should be held accountable for their actions as administrators and managers, though they warned against the creation of mindless performance indicators borrowed from industry. The administrators should propose such indicators which should be adopted with the advice and consent of the senate and of the board.

They proposed that the administrative positions be filled immediately by temporary appointments for the coming academic year and that it be understood that the acting president could not be a candidate for the ongoing job. They suggested a structure of selection committees to operate simultaneously but to report so that the choice of president is made first. This will allow the new president to have a say in the final deliberations of the other selection committees.

The report also recommended that the university set up orderly mechanisms for the review of its structures. This review should include provisions for a more open and transparent board, the direct election from particular stakeholder constituencies, the enlargement of the social and economic composition of the board, and an effective policy on conflict of interest.

The authors found the senate had ceased to have a meaningful role in developing academic policy. They suggested reforms so that the academic faculty would have a clear majority and that there would be representative seats for the board of governors.

They also strongly urged that the senate be chaired by a "speaker." These changes would likely require, they suggested, subsequent revisions in the terms of reference and operations of other bodies such as the Faculty Board and the Faculty Council.

They also proposed an overhaul of the procedures for adopting the budget which should be more transparent and open. They recommended the senate budget committee discuss the detailed annual budget in open meetings, hold hearings where necessary, and receive written representations.

The committee should have access to the line budget and any other financial records it requires. It should report the administration's budget to the senate with any amendments it might wish to propose. The senate should debate and vote on the budget which should then be forwarded to the board of governors which should retain the final authority to adopt it.

The report suggests the creation of a representative committee to oversee all the various changes

recommended where all the significant stakeholders would have one representative and urges the committee to use professional facilitators when roadblocks develop.

Arthurs and Lorimer noted that labour relations both with the faculty and with the OPSEU had been strained for many years. They suggested a series of improvements:

- the job descriptions of the vice-president (academic) and the vice-president (administration) should both require training or experience in, and responsibility for labour relations. The vice-president (academic) should deal with the academic staff, and the vice-president (administration) with the non-academic staff;

- the employer should bring outside experts to the bargaining table during contract negotiations;

- after negotiations are completed, the vice-presidents should ensure that department heads, middle management and other administrative employees are fully familiar with the contract and its procedures;

- the outstanding pension dispute should be negotiated with the assistance of a mediator;

- the administration should review the management policies of the Human Resources Department to improve employee relations and reduce unnecessary grievances;

- the parties to the collective agreements should undertake to make the joint committees for the management of the contracts work; and

- the vice-presidents should meet regularly with the three unions on campus. ■

Information Technology & the Future of the University

BY ROBERT CLIFT

ADVANCES IN INFORMATION technology will profoundly reshape the Canadian university — but in what shape, exactly? Technological soothsayers predict not only the end of the library, but also the end of the university as we know it. Rather than surrender to technological determinism, however, almost 200 professors, librarians, administrators, researchers, publishers and government officials met in early March in Vancouver at the Scholarly Communication in the Next Millennium conference to consider technological, legal and financial dimensions of scholarly communication and to craft Canadian responses and strategies to meet the challenges.

One of those challenges is the escalating costs of journals, particularly those in the scientific, technological and medical fields. Many presenters cautioned that although the technology holds great promise, the estimated cost savings resulting from putting journals on the Internet — so-called "e-journals" — were only seven per cent to 20 per cent.

The costs of administration, peer review, editing, and layout are incurred whether a journal is paper-based or electronic-based. Besides, paper-based journals can't just be turned into e-journals overnight, and there are increased costs in providing both formats during the transition period. By conference's end, there was general agreement that universities and governments must accept responsibility for journal production both in electronic and hard-copy for-

malts. There was increasing scepticism at the idea that e-publication will save anybody any money in the end.

Some presenters said the conception of a journal itself was dated, and will be replaced by new paradigms of scholarly communication as the technology develops. Others, however, reminded the audience there is a continuing need to subject research results to peer review, and to maintain an authoritative record of those results. The pressure to go electronic worried some participants who feared that peer evaluation would soon be forced onto an ultra-rapid schedule of receipt-and-review. The importance of careful peer review, coupled with great disparities in access to computing resources, suggests there is still life in traditional print journals.

The conference was not only about technology. Presenters also considered issues of copyright and ownership of scholarly resources. A recurring theme was the loss of control of authors' publication rights as publishers seek to exploit new technology and republish or repackaged scholarly articles for the new medium. Combined with the proposed weakening of "fair use" provisions in copyright legislation currently before the House of Commons, researchers could, unwittingly, lose access to their own work. This speculation seems extreme, but it is precisely these sorts of worries that led Rowland Lorimer, a communications professor at Simon Fraser University, to conceive of the conference. It was also Lorimer's goal that the

conference not merely serve as a forum, but produce substantive policy recommendations — and that it did.

Although participants had differing views and interests, there was widespread agreement on several key issues. Peer review was viewed as an essential element of the policy framework, as was the development of advanced communications networks on Canadian campuses, and equitable distribution of computing resources. Most interesting was the unanimous opinion that the current "publish or perish" ethos underlying tenure and promotion decisions be replaced with a system favouring quality of publication over quantity.

In this last instance, conference participants recognized the important role the Association of Universities and Colleges of Canada and the Canadian Association of University Teachers have to play in reshaping the academic reward system.

As this conference demonstrated, the challenge to all of us in the academic enterprise, and particularly faculty and librarians, is to craft our own responses to the changing environment and not merely accept technological determinism as natural or inevitable. ■

(Robert Clift is Executive Director of the Confederation of University Faculty Associations of British Columbia.)

CAUT was represented at the conference by Ken Field, Chair of the Librarians Committee who gave a paper (see CAUT web site www.caut.ca) and by the President Bill Bruneau. The conference web site can be checked out at <http://www.sfu.ca/scom/>



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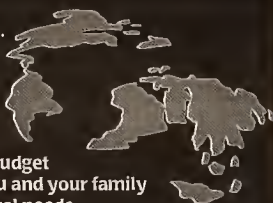
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Strike at York

FROM PAGE 1

arrived at by adding up the automatic steps on the salary grid, which the university would have to pay in any event, including the step in the current academic year almost all of which it has already paid.

At the meeting on Mar. 25 David Clipsham noted that the hard-line tactics of the administration could only be met by firm resistance. Professor Bruneau spoke of the pattern developing in certain universities and provinces. It was important, he said, to resist the attack on "the way we govern ourselves" wherever the challenge emerged.

At the beginning of April the administration asked for and the union agreed to two days of intensive mediation by private mediator Kevin Burkett. During those two days the administration made not a single offer and showed no movement on any of the issues. They did announce that they had a mandate and they were not going to move from it.

The union had previously tabled proposals concerning the flexible retirement plan and proposed third-party mediation-arbitration for both the retirement and the salary structure provisions, and indicated further areas of flexibility during the mediation process — to no avail. CAUT's Executive Director Donald Savage, present for the mediated negotiations, said the behavior of the administration in making no new offers was extraordinary.

On Apr. 9 YUFA formally offered to submit all issues outstanding

in negotiations to binding arbitration — a strategy strongly supported by the membership — and to go back to work immediately while the procedures for the arbitration were being worked out. The administration refused.

On Apr. 10 in a dramatic bid to end the current strike, YUFA members marched to the offices of Bill Dimma, chairman of York's Board of Governors and presented him with an Honorary Degree of DBA — a doctorate of binding arbitration with the following message: "In the interests of students, faculty, librarians and the entire York University community, as well as the long-term future of quality post-secondary education, we call upon you to insure that the Board of Governors of York University fulfills its responsibilities by acting immediately and decisively to end the current labour dispute through negotiating in good faith or agreeing to third-party arbitration."

"We will return to the classroom immediately when you and your colleagues in the boardroom formally agree to submit all of the issues in dispute to third-party arbitration."

Quite apart from the bargaining issues, many academic staff at York are concerned by the increasing commercialization of the university, in particular the decision to allow donors to attach their corporate names to individual courses. Many thought that the administration was selling the academic freedom of the university. The more the administration denied the charges, the more the striking faculty disbelieved them. ■

La grève à York

SUITE DE LA PAGE 1

compris la hausse d'échelon pour l'année universitaire dont presque la totalité a déjà été versée.

À la réunion du 25 mars, David Clipsham a soutenu que la seule solution était de répliquer par une ferme résistance aux tactiques rigides de l'administration. M. Bruneau a mentionné la tendance qui se dessinait dans certaines universités et provinces. Il a déclaré qu'il importait de résister aux attaques «sur la façon dont nous nous administrons», quel que soit le défi à surmonter.

Au début d'avril, l'administration a demandé au syndicat de procéder à une médiation intensive de deux jours menée par Kevin Burkett, un médiateur privé, et le syndicat a accepté. Pendant ces deux journées, l'administration n'a fait aucune offre et n'a bougé sur aucune des questions litigieuses. Elle a déclaré qu'elle avait un mandat et qu'elle ne le modifierait pas.

Le syndicat avait déposé plus tôt des propositions sur un régime

de retraite souple et avait proposé une médiation ou un arbitrage avec un tiers pour les dispositions sur la retraite et la structure salariale. Elle a également montré des secteurs où elle pourrait assouplir sa position pendant la médiation, sans résultat. Le directeur général de l'ACPPU, Donald Savage, qui a assisté à la médiation, a qualifié d'extraordinaire l'attitude de l'administration à ne présenter aucune offre.

Le 9 avril, la YUFA a officiellement offert de soumettre à l'arbitrage exécutoire toutes les questions non réglées pendant les négociations, une stratégie fortement soutenue par les membres, et de retourner au travail pendant que l'on discuterait des procédures de l'arbitrage. L'administration a refusé.

Outre les questions liées à la négociation, de nombreux professeurs de York s'inquiètent de la commercialisation grandissante de l'université, en particulier en ce qui concerne la décision de permettre à des donateurs d'accoler leur nom à des cours. ■

Copyright Battle Moves from Commons into Senate

Opposition to Bill C-32 within the university community and elsewhere continues to mount. CAUT has joined forces with 12 other organizations asking the Senate to amend the Copyright Bill.

WHILE SPRING MAY HAVE come to the rest of Canada, educators and librarians continue to face wintry resistance on the copyright front.

In December of 1996 the process of phase II was derailed by the Heritage Committee when 70 amendments were rammed through the committee without any consultation with the stakeholders.

The result unfairly favoured the interests of publishing and creator groups and read as though drafted by one of the licensing agents.

Late in the day on Mar. 20, despite the lobbying efforts of education and library groups, Bill C-32 passed third reading just prior to the parliamentary Easter break.

Widespread opposition to Bill C-32 in the university community and elsewhere continues to mount. As well, the strongest proponent of the creator group, the Writer's Union has also spoken out in opposition. This leaves a group of mainly publishing interests in the camp which supports the amended bill.

The battleground has shifted to the Senate where the bill has been tabled for consideration. In the interim, CAUT has continued its lobbying efforts on several fronts.

In a press conference on Mar. 25, CAUT joined 12 other organizations representing educators, students, librarians, booksellers and broadcasters asking the Senate to hear their concerns and to amend the Copyright Bill. The coalition was united on the need for reasonable exceptions.

"The government has given with one hand and taken away with the other," said Sally Brown, president of the Association of Universities and Colleges of Canada.

The coalition emphasized that the restrictions which were put in place by the December amendments ignore the rights to access by forcing such user groups as students and educators to pay a collective to copy parts of a text for which the institution has already paid.

"We have accepted the compromises and now we feel betrayed," said Jules Larivière of the Association pour l'avancement des sciences et des techniques de la documentation.

The message was clear that the coalition has never opposed the use of collectives and that it supports the right to remuneration for creators.

"Indeed the Canadian libraries and educational institutions pay

millions of dollars each year to collectives as well to purchase materials from both Canadian and international publishers," stated Karen Adams, executive director of the Canadian Libraries Association.

"The Broadcasters currently pay \$50 million a year to SOCAN alone and none of that would change with the implementation of the type of ephemeral exceptions which currently exist in 28 other countries," stated Michael McCabe, president of the Canadian Association of Broadcasters.

CAUT Executive Director Dr. Donald Savage, responding to questions from the press stated "Our members support the diffusion of their ideas. While Canada produces about five per cent of the world's scientific work, a figure to be proud of given our small population, this means that 95 per cent of these works come from the worldwide community. In particular, those in the science, engineering and communications mediums rely on American books and materials. Canadian academics should not be burdened with restrictions that are not placed on foreign scholars. Nor should we create a system that for the most part rewards our foreign competitors."

The Canadian Alliance of Students Associations spoke strongly on the issue of parallel importation, specifically, the prohibition on the importation of used textbooks. President Mathew Hough railed, "This is a tax on learning and literacy" and "again it is students, who have already been hardest hit by multiple government cuts, who will suffer the most."

The Canadian Library Association and the Canadian Booksellers Association added that parallel importation is a trade and importation issue which should not be dealt with in the copyright forum.

The coalition has called upon the Senate to provide "sober second thoughts" and to make the necessary amendments to restore balance and to protect the public interest.

In addition to the press conference, CAUT and its coalition members are lobbying those senators who will be dealing with the bill in the Committee on Transport and Communications. CAUT has also lobbied Senator Bonnell who was responsible for the recent Senate inquiry into post-secondary education.

CAUT urges the senators to remember that this legislation was originally designed to protect educators and libraries. It is their duty

to allow those who were shut out by the procedures of the Commons to have a fair hearing.

The message is clear — it is crucial to the education and library community that certain issues be considered by this committee.

More specifically, CAUT asks the Senate committee to address the need for the following amendments:

- removal of unreasonable restrictions which have the effect of limiting many of the exceptions that still remain to those who have signed a contract with CANCOPY — an exception is not an exception if you have to buy it;

- removal of the restrictions on the importation of used textbooks — the Heritage Committee amended the Bill at the last moment to restrict the importation of used textbooks of a scientific, technical and scholarly nature, but not other used books;

- amendment of the section of the legislation which allows for the imposition of criminal sanctions for any violation of the legislation, however trivial — CAUT has suggested that any cases involving a value of less than \$5,000 and where there was no intent to violate the law should be tried in civil courts;

- restoration of "assignments" to the section of the legislation which originally provided for an exception for examinations and for assignments — the Heritage Committee removed "assignments" in the December amendments;

- allowance for libraries to copy single pages or books which are out of print, damaged or lost — the amended legislation now prohibits all of the foregoing if a licence is available from a collective (it should be noted that damaged or lost books have already been paid for by the library); and

- allowance for professors to make a slide for the purposes of showing material on an overhead projector.

While this is merely an abbreviated list of the concerns CAUT hopes to present before the Senate, the cry has been heard. Educational and library groups demand that the balance be restored to the Copyright Bill. Without a fair hearing and implementation of the suggested amendments, CAUT and its allies are prepared to see the bill die on the order paper. Until then, the search continues for a harbinger of spring. ■

This month's copyright feature was provided by Cynthia Westaway of CAUT.



Conference Reality Belies its Theme

BY ZOE L. HAYES

RECENTLY I RETURNED FROM a foreign land, as foreign as the desert to someone who had experienced only lush green fields in the past. That foreign land was the 1996 CAUT Status of Women conference in Halifax, N.S.

I was being offered an opportunity to interact with like-minded women who had made major contributions to the struggle for equality for women in Canada. I expected that I would be able to learn more about this struggle; to take part in dialogue about substantive and important issues; learn how to do a better job of representing women faculty on my campus; and, learn how to provide more inclusive and equal classrooms, to fight for better circumstances for part-time faculty, and to deal with setbacks and disappointments following experiences that might stem from my gender.

I have learned. I have learned about ageism, racism, exclusion, and silencing in a way that I have never experienced anywhere else. I have learned that even those most aware may be guilty of these same practices. I have learned, as one of my black sisters pointed out in one session, that every meeting and classroom unfolds in a way different from its published agenda, and one must keep two sets of notes so as to chronicle what is really going on. These words are, in some way, my second set of notes, and my attempt not to be silenced, to be heard.

The opening address was excellent and I wandered from the room in search of coffee wondering if I would get an opportunity to share my thoughts with the speaker. As I approached the coffee urn I saw, from the back, a short, dark woman getting coffee. Delighted that I had found the speaker, I stepped up to the urn, poured my coffee, and turned to her to make my comments. Before the first

sentence was out of my mouth I realized that she was not the speaker. By the time I finished the sentence I felt that she believed that I thought that "all black people look alike." My embarrassment and horror rendered me speechless. Her anger and pain made it impossible for her to understand that my aging, 63-year-old eyes had rendered the speaker's face unclear from the back of the room, leaving the identifying features for me as short, dark skinned, with a very short haircut. She could not know that I had only seen the back of her head until that very moment. I mumbled an apology as she stalked off and I fled in embarrassment.

I moved on to the first session which was part of a series on inclusive teaching. The presenter was using experiences with music very effectively to draw analogies about various factors that influence our ability to be sensitive to differences and to practise inclusion. She was interrupted from behind me. The voice was that of the woman I had offended at coffee, a voice that I had recently heard say "But I'm wearing green and she was wearing black!" The woman was expressing rage, and frustration, that this woman's conference was excluding her experience as a woman of colour — the music chosen thus far as examples was all western, white members of the audience had talked through the black speaker's opening presentation (were "disrespectful"), and that she had just experienced the ultimate offense — she had been mistaken for that speaker. There were gasps of horror from many of the women in the room. It was an extremely emotional moment for all of us. Torn between wanting to let the presenter complete what she had prepared and my need to explain, I chose to remain silent, no doubt influenced by my embarrassment, but also feeling that my explanation would only help

me justify myself and lend nothing to improve the situation.

The second session on inclusive teaching involved viewing a video clip of a critical incident.

In small groups we were assigned the task of diagnosing what the problem was. The incident involved an older, white, male student aggressively challenging a younger female instructor who was a woman of colour. She was unable to quiet him and the other students (female) were obviously annoyed by the male's frequent interruptions. One even challenged him but received no support from the instructor.

In our group we saw this as an example of an all too frequent circumstance where a student was dominating and challenging the instructor. The majority also felt that this was a typical case of a white, middle class male dominating a group of women, and, in particular, a black woman. All expressed the view that it was necessary to deal with him very firmly. Some advocated addressing him in such a way that he would experience humiliation. When I suggested that the solution should take into account that he was a member of the class as well, and it would be necessary to deal with this in such a way that he could continue to feel part of the class, my views seemed to fall on deaf ears. I sat back wondering at a view of inclusive teaching that would choose to handle any student with less than respect, apparently because he belonged to the 'enemy' camp. When I asked how this situation should be handled if the offending student were female I was told that female students seldom behaved this way — a statement that openly denied our experience of the previous session where the presenter, a blonde woman of European ancestry, had been loudly challenged by a woman of colour, in part because her first set of examples had come from her own Western culture. It

seemed moderate views were not altogether welcome here.

In a subsequent session, the speakers were challenged because only one of them had made reference to lesbianism, thereby denying the existence of that subgroup and leaving lesbian women feeling ignored and even unwelcome.

As I poured my coffee I pondered how I could incorporate all these considerations into my teaching, and how much there was to deal with that I had not thought actively about in the past. There was something in the tone that made me feel that if I did not subscribe to the prevailing views I should not be there.

In 29 short hours I, a reasonably articulate, confident person, was effectively silenced. I felt my views were not welcome in this gathering and I gradually withdrew my contribution.

In all my experience living in a male dominated world, returning to school at an age older than most of my professors, sitting in seminars with only male students, working in a department with some men who periodically exhibit male chauvinism, in an institution with a patriarchal reputation, I have never felt that I had so little to contribute, nor that there was such minimal respect for my views.

In a discussion on making classrooms safe and comfortable for all students, another participant said that she did not feel safe anywhere. I certainly didn't feel safe with these women.

Forever, the Status of Women Conference for me will be associated with unpleasantness and confrontation, with no resolution, and a single minded belief that any view that offers consideration for 'the oppressors' is inappropriate.

Circumstances left me feeling less than equal. I know that not all participants supported the views that created these feelings in me, but those others contributed very little to the discussions. I had no

sense that those others would support me. Perhaps they were silenced too.

To the woman whose identity I had mistaken and the protesting lesbian woman I must express my thanks, for they provided me with the focus to analyze this experience, albeit painfully. I wanted learning, and I got it. As a little forethought might have suggested even those who are knowledgeable and concerned about issues of equity fall prey to their own narrow inclinations. It is possible for women to promote humanistic practices but behave in less than humanistic ways. Women are not necessarily more receptive to the practice of equity, nor are they generally gentle, considerate, and civil just because they are women. The most compelling learning I will take to my classroom. I learned that letting someone say her piece does not constitute giving her a voice. From my new perspective on silencing I shall try doubly hard to avoid doing this to my students, whatever their origins or gender.

And finally, to all who shared in this conference, I must ask how we can promote ideas of inclusion and equity if our zeal to right the injustices we have experienced does not permit us to practise, in all aspects of our lives, what we preach so vehemently. ■

(Zoe L. Hayes is a professor in the Department of Psychology at St. Francis Xavier University.)

The views expressed are those of the author and not necessarily those of CAUT. CAUT welcomes articles to a maximum of 1,500 words on contemporary issues directly related to postsecondary education. Publication is solely at the discretion of CAUT.

Les articles reflètent l'opinion de leurs auteurs et pas nécessairement celle de l'ACPPU. L'ACPPU accepte les articles de 1 500 mots au plus portant sur des questions contemporaines directement reliées à l'enseignement postsecondaire. Les articles sont publiés à la seule discrétion de l'ACPPU.

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CLASSIFIED ADVERTISEMENTS

ACCOUNTANCY

UNIVERSITY OF WATERLOO — School of Accountancy. Applicants are being invited for a tenure-track position at the Assistant Professor rank from those with teaching and research interests in (1) auditing and taxation, (2) financial accounting, (3) management accounting and information systems, (4) taxation, PhD or equivalent. Salary commensurate with qualifications and experience. Appointment effective July 1, 1997. Send curriculum vitae and arrange for three letters of reference to be sent to: Dr. Howard Amerneg, Director, School of Accountancy, University of Waterloo, Waterloo, Ontario N2L 3G1, Canada. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. It is the intention of the University of Waterloo to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities.

ACCOUNTING

BRANDON UNIVERSITY has recently established an endowed faculty position in accounting, designated as the "CA Manitoba Professorship in Accounting" and supported in part by the Manitoba Chartered Accountants Foundation Inc. The Department of Business Administration at Brandon University invites applications for this endowed position. The initial appointment will be for a term of up to five years and may be renewed upon review. The successful candidate is expected to conduct research, to teach and to develop advanced undergraduate level courses in Accounting. An important task of the successful candidate will be to develop strong linkages with the accounting profession in Brandon, in Manitoba and beyond, and to work to foster development of accounting education for the benefit of present and future students at Brandon University. Qualifications: PhD in Accounting. Candidates with a Doctorate in a related discipline or a Master's degree plus professional qualifications (C.A. preferred) and

extensive experience may also be considered. Rank and salary: Depending on the qualifications and experience of the candidate. Effective Date of Appointment: September 1, 1997. Application Deadline: April 30, 1997 or until position is filled. In accordance with Canadian Immigration Regulations, this advertisement is directed primarily to Canadian citizens and permanent residents. Both women and men are encouraged to apply. Please send curriculum vitae with application and arrange for academic transcripts and three reference letters to be sent to: Dr. Robert E. Florida, Dean, The Faculty of Arts, Brandon University, Brandon, Manitoba R7A 6A3.

ADMINISTRATIVE STUDIES

TRENT UNIVERSITY Administrative Studies Programme invites applications for a full-time, limited-term position in Management and Organizational Communication from September 1, 1997 to April 30, 1998. The successful candidate will teach in the areas of management and organizational communication and will be expected to further develop the video conference component of the introductory course and work with the Program in developing Distance Education at Trent University. Preferred qualifications are some combination of a PhD in English, a social science background, familiarity with the techniques taught in the Bard "Institute for Writing and Thinking Program", training in the "Bard" writing techniques, and teaching experience at the undergraduate level. Trent University is an employer/employee employer, and especially invites applications from women, aboriginal peoples, visible minorities and disabled persons. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications accompanied by a curriculum vitae and the names of three referees are to be submitted to Professor K. Campbell, Director, Administrative Studies, Trent University, Peterborough, Ontario, K9J 7B8 by April 30, 1997. YORK UNIVERSITY, Atkinson College, Department of Administrative Studies, invites applications for a contractually limited appointment to commence September 1, 1997. This appoint-

ment is subject to budgetary approval by the University. Atkinson College is a Faculty of York University whose mission is to provide a range of degree programmes for adult students studying on a part-time basis, primarily through evening courses and both evening and day time courses in the Summer. Applicants should possess a completed, recent PhD in Management or Administrative Studies. Candidates would be expected to teach in the general management programme offered by the department. Candidates should have an interdisciplinary background which would allow them to bridge the areas of general management, policy, organizational behaviour, and public administration. Applicants should mail or fax a letter indicating interest, a curriculum vitae and names, addresses and telephone numbers of three referees to: Professor Henry Bartel, Chair, Department of Administrative Studies, Atkinson College, York University, 4700 Keele Street, North York, Ontario, M3J 1P3. Phone: (416) 736-5219. The search process will continue until a suitable candidate is found. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

AGRICULTURE, FORESTRY & HOME ECONOMICS

UNIVERSITY OF ALBERTA — Assistant Professorship in Range Management, Faculty of Agriculture, Forestry and Home Economics. Applicants are invited for an Assistant Professor, tenure track, position in Range Management. The position involves teaching, research and technology transfer in the science and practice of range management that will emphasize the relationships between sustainable livestock production and the conservation and management of rangelands in the diverse forest, parkland and grassland ecotones of Western Canada. The Faculty emphasizes excellence in teaching: evidence of novel approaches and interest in alternative (non-traditional) teaching methods is desirable, and a teaching dossier should be provided. The teaching assignment will include introductory and

senior undergraduate courses serving the needs of students in both the BSc (Agriculture) and BSc (Environmental and Conservation Science) programs, and graduate level courses appropriate for MAg, MSc and PhD students. The successful candidate will have completed a PhD in range science or a related area, and will preferably have postdoctoral experience with evidence of research productivity as well as linkage with the livestock production industry. Leadership characteristics are expected from the applicant for the development of collaborative research, teaching and technology transfer activities both within the University and with partners in the expanding livestock production and ranching industry in Alberta. The incumbent is expected to develop higher own research program and funding as well as a graduate student program. The salary range for Assistant Professor is \$39,220 - \$55,526. This position is available July 1, 1997, with teaching duties starting September 1, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applications including a curriculum vitae, a short statement of research, teaching and technology transfer goals, evidence of research productivity including publications, and the names of three referees should be sent to: Dr. Keith Briggs, Chair, Department of Agricultural, Food and Nutritional Science, Faculty of Agriculture, Forestry and Home Economics, University of Alberta, Edmonton, Alberta, Canada T6G 2P6, from whom further information is available. Oursure date for receipt of applications is May 15, 1997. The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

ANATOMY

THE UNIVERSITY OF ALBERTA, Faculty of Medicine and Oral Health Sciences, invites applications for a full-time, tenure-track position

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Dr. D.R. Bevan
Professor and Head
Department of Anaesthesia
The University of British Columbia
Vancouver Hospital and
Health Sciences Centre
Room 3200 - 910 West 10th Avenue
Vancouver, BC V5Z 4E3

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

UBC hires on the basis of merit and welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities.

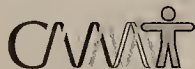


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THE UNIVERSITY OF BRITISH COLUMBIA



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CLASSIFIEDS

in human anatomy. This position will be at the Assistant/Associate Level, starting date July 1, 1997. The successful candidate will have a proven record of research achievement and will be eligible for funding by the Alberta Heritage Foundation for Medical Research and/or the Medical Research Council of Canada. Responsibilities of the position will include the teaching of anatomy to medical and dental students, with the primary focus being head and neck anatomy. Expertise in comparative anatomy would be an asset. The successful candidate will be expected to carry on an independent research program, but will have the opportunity for collaborative interests with several multidisciplinary research groups within the Department and the Faculty. The primary appointment will be to the Department of Oral Health Sciences, but will have the opportunity to share space with the Department of Medicine and Oral Health Sciences. Applicants must hold a DDS/PhD or equivalent degree, an MD degree is desirable. The University of Alberta is a research-intensive, full-service University with an enrollment in excess of 25,000 students. The Faculty of Medicine and Oral Health Sciences is a multi-disciplinary faculty with approximately 370 full-time faculty members. Research endeavours are going forward in numerous areas of foundation and basic research, as well as in clinical and applied research in the Oral Health Sciences and in Medicine. We are searching for a faculty member who will complement our existing strengths in scholarly teaching and

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ANATOMY & CELL BIOLOGY

UNIVERSITY OF ALBERTA - Assistant/Associate Professor. The Department of Cell Biology and Anatomy in the Faculty of Medicine and Oral Health Sciences at the University of Alberta

invites applications for a tenure-track position as Assistant/Associate Professor. We are looking for an individual who will complement our existing strengths in: 1) neurobiology, 2) cell signalling, 3) protein targeting and organelle biogenesis and 4) cell-cell interactions. Salary range: \$35,230 - \$65,664 p/a, plus comprehensive benefits. Applicant should have proven records of research achievement and be eligible for funding by the Alberta Heritage Foundation for Medical Research. The successful candidate will be expected to carry on an independent research program, but will also have the opportunity for collaborative interests with several multidisciplinary research groups within the University. A contribution to the Department's teaching program will also be expected. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Please send a curriculum vitae, a one-page statement of research interests, and arrange to have three to five letters of reference sent on your behalf to: Dr. Richard Bachinski, Professor and Chair, Cell Biology and Anatomy, University of Alberta, Edmonton, Alberta, Canada T6G 2H7. Deadline for receipt of applications is August 15, 1997. The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

BIOCHEMISTRY

UNIVERSITY OF BRITISH COLUMBIA - Biochemistry Research Associate position in liposomal drug delivery systems. The successful candidate will be involved in the development of liposomal systems containing anticancer drugs which exhibit improved therapeutic properties. The position requires a PhD in Biochemistry with experience in liposomal drug loading technology and the membrane fusion, and at least 2 years of relevant postdoctoral experience. The position is available August 1, 1997 at a salary of \$30,000 p/a. For 2 years in the first instance (renewable). Applications should be made to Professor Peter Gillis, Department of Biochemistry and Molecular Biology, University of British Columbia, 2146 Health Sciences Mall, Vancouver, B.C. V6T 1Z3. UBC welcomes all qualified applicants, especially women, Aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF ALBERTA - The Department of Biochemistry at the University of Alberta is seeking applications for two Faculty positions. One is an Assistant Professor level (Salary Range: \$35,230-\$55,260). The positions are an entry into the regular academic progression of the University. Successful candidates are expected to secure external funding to support a high quality research program in an area that complements existing strengths of the Department. These include: control of protein and mRNA turnover, molecular structure and function, protein mechanisms, recombination and epigenetic regulation and transcriptional control (see <http://www.biochem.ualberta.ca>). We offer an outstanding research environment and generous training program in these areas. An attractive start-up package, including three years of initial salary support, will be provided. Individuals with a PhD or equivalent and appropriate postdoctoral experience should send a letter of application, curriculum vitae, brief description of research plans, and arrange to have three letters of reference sent to: Dr. Vem Pickett, Chair, Department of Biochemistry, University of Alberta, Edmonton, Alberta, Canada T6G 2H7. The application deadline is June 30, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities and members of visible minorities.

BIOLOGY

TRENT UNIVERSITY - Department of Biology. Pending budgetary approval, the Department seeks applications for two 9 or 10 month limited term appointments in Biology at the University of Victoria. (Positions are at level \$44,143 per annum, plus benefits (if suitable appointment). Teaching duties for each position include the equivalent of up to two full courses drawn from the following list (course numbers followed by letter indicate half courses) - a full term half course is a winter term half course: BI 101 - Biological Interactions, BI5502 - Vertebrate Biology, BI5336 - Animal Behaviour (cross-listed with Psychology), BI3504 - Biogeography, BI4116 - Infectious Disease Biology, BI5478 - Generation Biology (cross-listed with Environmental Research). Some of this teaching may be off-campus at Durham College

in Oshawa. It may be possible to substitute a full course in the applicant's area of expertise for part of the above. Successful applicants may also supervise reading and honour their courses as opportunities arise. The need for continued limited term positions is one of the above areas of teaching is possible. Qualifications include a PhD in Biology or a related field. Teaching experience in some of the above-listed areas as well as in at least one of the above areas, statement of teaching interests and philosophy, and the names and addresses of three referees to: Chair, Search Committee, Department of Biology, Trent University, K9J 7B8 by April 30, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Trent University is an employment equity employer, and especially invites applications from women, Aboriginal people, visible minorities and disabled persons.

UNIVERSITY OF VICTORIA - The Department of Biology seeks two full time Senior Instructors, to teach the lecture sections of 100-level (Modern Biology) and 200-level (Biology core curriculum) courses. The position of Senior Instructor is a teaching-only position. Initial appointments are for either two years (renewable) or four years (renewable), depending on prior experience at the University of Victoria. After sufficient experience has been acquired, and subject to satisfactory performance, subsequent reappointments will be for three years. A full course load for a Senior Instructor is 12 units (8 single-session courses) per annum, including Summer Session. The core curriculum consists of five 200-level courses that introduce the important principles in key areas of Biology (Evolution and Diversity, Ecology, Physiology, Cell Biology, and Genetics). All courses cover both theory and ecology. Successful candidates will have a PhD in an appropriate area of biology. Significant teaching experience is required; postdoctoral experience is an asset. We seek strong dynamic, committed teachers with demonstrated excellence in teaching. Salary is \$43,000 per annum. Please send applications, along with a Curriculum vitae, evidence of teaching skill (e.g. teaching dossier) and the names of three referees, to: Chair, Search Committee, Department of Biology, University of Victoria, P.O. Box 3020, Victoria, B.C. V8W 2N2. Deadline for receipt of applications is 30 April 1997. The University of Victoria is an employment equity employer and encourages applications from women, persons with disabilities, visible minorities, and Aboriginal people. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. However, if suitable Canadian applicants cannot be found, other individuals will be considered.

WILFRID LAUREL UNIVERSITY - The Department of Biology invites applications for a two-year limited term appointment, subject to budgetary approval, starting on July 1, 1997. Applicants must have some post-doctoral experience, and have the potential to develop an externally funded research program. The Department is looking for a zoologist with research interests in the area of cell biology, developmental biology, embryology, or histology. The Department is for excellence in undergraduate education and emphasizes the traditional areas of anatomy, physiology, and taxonomy. Field work is an essential component of a number of our senior courses. Applicants with a curriculum vitae and the names and addresses of three referees should be forwarded to the undersigned on or before April 30, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to the first instance to Canadian citizens and permanent residents. The University is committed to employment equity policies. Dr. David Peirson, Chair, Department of

Biology, Wilfrid Laurier University, Waterloo, ON Canada N2L 3C5. Tel: (519) 884-0710 ext. 2850 Fax: (519) 746-0677. E-mail: open@mail.uwaterloo.ca

UNIVERSITY OF WINNIPEG - The Department of Biology, The University of Winnipeg, invites applications for a five-year term appointment at the instructor II level. Subject to budgetary approval, this appointment is effective July 1, 1997. Salary commensurate with qualifications and experience. The successful candidate should be qualified to teach and to have taught courses in comparative, descriptive, anatomy, human anatomy and physiology, and introductory biology. An M.Sc. in Biology or Zoology is required. In accordance with Canadian Immigration requirements, first preference must be given to Canadian citizens and permanent residents. The University of Winnipeg is committed to employment equity. Interested candidates should send a curriculum vitae and the names of three referees to: Dr. Rod G. Bollman, Chair, Department of Biology, The University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba R3B 2E9. Fax: 204-783-7881. The closing date for receipt of applications is April 30, 1997.

BUSINESS

YORK UNIVERSITY - Schulich School of Business (formerly the Faculty of Administrative Studies). Applications are invited for a two-year contract limited appointment starting July 1, 1997. Teaching responsibilities are: 1) in organizational behaviour at the MBA and MBA level and 2) management skills at the MBA level. Candidates must possess a completed PhD, have excellent teaching and facilitation skills and personally exemplify the best practices in management. Applications, with CV, should be sent to: Pat Bradshaw, Associate Professor, Schulich School of Business, York University, 4700 Keele Street, North York, Ont. M3J 1P3. The deadline for applications is May 15, 1997. York University is implementing a policy of employment equity, including affirmative action for women. Faculty in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

CHEMISTRY

UNIVERSITY OF LETHBRIDGE - Post-Doctoral Position. Qualifications: PhD in molecular biology. Experience in lipid biochemistry and/or enzymology would be an asset. Subject information. The research will involve molecular genetic and enzymological studies of intracellular fat deposition in cattle. The project represents a collaboration between the University of Lethbridge and the Agriculture and Agri-Food Canada Research Centre in Lethbridge. The project is supported by the Beef Industry Development Fund of the Alberta Agricultural Research Institute and has the potential for renewal to September, 1998. The annual salary will be in the range of \$26,000 to \$28,000. Applicants should send a covering letter, curriculum vitae and list of three referees by May 30, 1997 to: Dr. Randall J. Weselake, Associate Professor and Chair, Department of Chemistry, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta T1K 3M4. For additional information on the position, Dr. Weselake can be contacted through the following channels: Telephone: (403) 329-2303; Fax: (403) 329-2057; E-mail: weselake@uleth.ca.

COMPUTER SCIENCE

UNIVERSITY OF NEW BRUNSWICK - The Faculty of Computer Science, University of New Brunswick invites applications for two tenure

FACULTY POSITION DEPARTMENT OF CHEMICAL ENGINEERING

Applications are invited for a full-time one-year term appointment, at the Assistant Professor level, in the Department of Chemical Engineering at the University of New Brunswick, with the possibility of becoming a tenure-track position after one year. Candidates should have a PhD in chemical engineering, or a related discipline, from a recognized university and a strong commitment to teaching and research. Industrial experience is desirable. The strength and motivation of an applicant are regarded as more important than the particular area of research, although the extent to which a candidate's research interests complement and extend the current areas of activity within the department will also be considered. Information about our department can be found at: <http://www.unb.ca/webchem/>.

The position, which is subject to final budgetary approval, is scheduled to take effect July 1, 1997. Candidates should write to the **Chairman, Department of Chemical Engineering, P.O. Box 4400, University of New Brunswick, Fredericton, NB E3B 5A3**, enclosing a full curriculum vitae and the names and addresses of three referees. Closing date: **June 1, 1997**.



In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of employment equity.

UNIVERSITY OF NEW BRUNSWICK

COUNSELLOR

University Counselling Services invites applications for a full-time, initial term tenure track counselling position effective September 1, 1997. Necessary qualifications include a doctorate in Counselling Psychology or related discipline. Excellent counselling skills and knowledge across a broad range of counselling issues are required.

The successful candidate will have specialized skills and knowledge in crisis management, psycho-social development, design and delivery of personal skills development programs, and supervision and training of volunteers and graduate level students.

The individual needs a proactive positive attitude, an ability to deal effectively with change, and the ability to work well in a team environment.

University Counselling Services provides a broad range of services to the university community in the areas of personal, career, and academic counselling and is accredited by the International Association of Counselling Services, Inc. Counsellors are active in counselling/teaching, conducting research, and offering service in the university community and to professional associations. University Counselling Services has an advanced graduate level practicum, a pre/post doctoral internship, and a peer support program. Salary range is \$43,915-\$45,334.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity.

Applicants should submit a curriculum vitae and have three letters of reference sent by April 30, 1997, to Dr. S. Crozier, Acting Director, University Counselling Services, The University of Calgary, 2500 University Drive, N.W., Calgary Alberta, Canada, T2N 1N4



www.ucalgary.ca

BIOLOGY INSTRUCTOR - INVERTEBRATE ECOLOGIST Competition #97-004 (Position Dependent on Budgetary Approval)

The Department of Biological Sciences at the University College of the Cariboo invites applications for a full-time faculty position. Applicants should have a strong background in field studies of invertebrate ecology. Teaching responsibilities will include Invertebrate Zoology, Community and Ecosystem Ecology and related biology courses.

Qualifications: • Ph.D. • Teaching experience • Ability to conduct a modest research program.

Start Date: December 1, 1997

Closing Date for Applications: May 15, 1997

In accordance with Canadian Immigration laws, this ad is directed to citizens and permanent residents of Canada. The University College of the Cariboo is committed to the principle of employment equity. Please forward current curriculum vitae, quoting the Competition #97-004, with names, addresses and telephone numbers of three (3) referees, along with a copy of graduate transcripts to:



We wish to thank all applicants, however, only those under consideration will be contacted.

CELL BIOLOGIST PLANT SCIENCE DEPARTMENT OF BIOLOGY

The Department of Biology seeks to fill a tenure track position for a Cell Biologist, with a candidate whose research qualifications are in plant molecular biology. Candidates should be qualified to teach a one-term core course in Cell Biology at the upper undergraduate level. Teaching will also include two additional one-term courses, one of which can be an undergraduate specialty course of the candidate's choice. Applicants must have a PhD and be committed to undergraduate and graduate education. The appointee will be expected to develop a vigorous research program. The position will commence 1 July 1997 and be at the Assistant Professor level.

Closing date is **May 1, 1997**. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of employment equity.

Applicants should submit a letter of applications describing their research interests, reprints and a curriculum vitae with the names of three potential referees to: Dr. J.R. Whittaker, Chair, Department of Biology, University of New Brunswick, Bag Service #45111, Fredericton, N.B. E3B 6E1.



www.unb.ca

UNIVERSITY OF NEW BRUNSWICK

WINDSOR Director of Social Work

The University of Windsor invites applications for the position of Director, School of Social Work. The appointment is for a three-to-five-year term commencing in the 1997-1998 academic year and is renewable. The School of Social Work, with twelve full-time faculty, offers an undergraduate and a master's program with approximately 60 B.S.W. graduate per year. A new M.S.W. program has recently been approved and will begin in 1998. A mid-sized university with a solid reputation in teaching, research and scholarship, the University of Windsor, Canada's southernmost university, offers a broad range of undergraduate, graduate, and professional programs to more than 14,000 students in an international location with cooperative agreements with leading U.S. institutions. Innovative partnerships with business, industry and the community easy access (10 minutes) to all the amenities of a major American metropolis Detroit, Michigan, and an attractive, user-friendly and supportive campus environment in a vibrant, affordable, and cosmopolitan city of almost 200,000.

Applicants should hold a professional social work degree and must hold a D.S.W. or Ph.D., preferably in social work. They must also have a successful record in teaching at the university level and a strong record of peer-reviewed scholarship as well as considerable experience in social work practice. Administrative experience is an advantage but is not required. The Director will be expected to play a major role in enhancing the stature of the school, working constructively with faculty, staff, students, and members of the community to foster scholarship, research, program development, and professionalism.

The University of Windsor is committed to employment equity and welcomes applications from Aboriginal people, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents of Canada.

Applications and nominations, along with a curriculum vitae and the names of three referees, should be forwarded by **June 15, 1997** to:

Dr. Mary Lou Dietz
Interim Director
School of Social Work
Tel: (519) 253-4232, ext 3067
E-Mail: marnet@uwindsor.ca

Ms. Janice Stallard
Associate Vice-President
Academic
Tel: (519) 253-4232, ext. 2163
E-mail: janec@uwindsor.ca

UNIVERSITY OF WINDSOR
401 SUNSET AVE.
WINDSOR, ON N9B 3P4
Fax: (519) 793-7036

Status of Women SUPPLEMENT

STATUS OF WOMEN COMMITTEE



From top to bottom:

Jennifer Bankier
(Committee Chair)
Law, Dalhousie



Barbara Herring
Health & Human
Sciences/Social Work,
UNBC

Jeanette Lynes
English, Lakehead

Jennifer Mather
Psychology, Lethbridge

Linda Paul
Luther College/
Geography, Regina



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LINDA PAUL

EDITOR'S INTRODUCTION

Minority & Equity Issues: Who Listens or Cares?

By Linda Paul

This edition of the Supplement contains two very different topics. The first centers on minority issues, the other on the nuances of meaning reflected in statistics representing proportions of women in Canadian academe. Women academics, representing races other than the majority white, undoubtedly have some different experiences, perspectives and worldviews that are important to share.

In general, we have invited women to choose the topics about which they wish to speak. Rochelle Yamagishi, who recently completed her doctoral studies at the University of Alberta, decries the situation of being considered "the other" in everyday life in the community as well as the university. It is an insidious disruption which may crop up at any time, dehumanizing, entrapping. In contrast, Dr. Swani Vethamany-Globus discusses her experiences as a minority woman academic in science. Although she is not necessarily comfortable with seeing race as separating her from other women, she reflects on the multiple pressures which have inhibited her life as an academic, on the barriers which have held her back throughout her academic career.

Chief Blain Favel of the Federation of Saskatchewan Indian Nations recently stated that the trauma of the residential school was the most harmful event that Canadian society hurled at First Nations' peoples. In her timely article, Professor Yvonne McLeod describes the fear and pain that this educational system inflicted on her as a child. We learn how this remote and unwanted educational experience has impacted on Aboriginal grandparents and/or parents in the past, sometimes passing the resultant hatred or distrust of school on to Indian children presently in the education system. It is thus an extra hurdle they must jump. Yet Professor McLeod overcame her past suffering in a university setting which responded to her needs as an Aboriginal student, with her graduate work helping build a better educational model for future generations.

And thus Professor Laara Fitznot discusses the value and importance of multiracial/multicultural education. Although her courses are geared to education and arts students, she feels they have wider application. She aims to help student teachers overcome their own and societal biases towards non-majority Canadians and potential barriers in the classroom, to make education an inclusive and enjoyable experience for all.

To do this, we must hear the voices of many minority students, staff and faculty members in the academic settings. Thus Drs. Shahrazad Mojab and Bluma Litner share aspects of their ongoing research project, now in its second year, where they question minority people about their situation at universities. It is a project other researchers could respond to and internalize.

When staff and students are not aware, Professor Patti Doyle-Bedwell emotionally, passionately and concisely shows how racism almost destroys the soul of a person, of a people. As she proclaims so clearly, teaching from various perspectives is necessary, must be accepted. As suggested by post-modern theory, there are many perspectives that are valid in academe which should be heard and understood.

And thus the last two articles center on statistics for academic women in general. Traditionally in this edition, pages 10 and 11 show current employment statistics for women and men in Canadian universities. As well, Dr. Sandra Bruneau examines and takes exception to Andrew Irvine's recently-published (1996) article, entitled "Jack and Jill and Employment Equity." Unlike Irvine, she feels strongly that affirmative action programs should not be abandoned at Canadian universities. She discusses the concept of *alteris paribus*, all other things being equal, and strongly suggests that this principle does not hold true in the lives of female academics.

Finally, Drs. Janice Drakich and Penni Stewart examine hiring practices and policies, primarily at their respective universities. It would appear that the University of Windsor's employment equity procedures and strategies could be used as an exemplary model for other Canadian universities to follow. Their equity employment comparisons show the advantages and pitfalls of various procedures.

We offer these variations on the themes of this Supplement to you, the reader, to reflect upon, to internalize, to utilize. ♀

(Linda Paul, editor, teaches at Luther College and in the Geography Department at the University of Regina and is a member of CAUT's Status of Women Committee.)

I would especially like to thank Dr. Jennifer Mather, who helped to read and edit the submitted articles (no small task), and Professor Jennifer Bankier for her co-operation in contacting contributors and finding materials as required for the Supplement. Their support was greatly appreciated — Ed.

CALL FOR SUBMISSIONS

A book tentatively entitled

Academic Women in Canada: The Disadvantaged Other

is in progress. The collection emphasizes the range of women's experiences in academe from women university presidents to part-time lecturers; the struggles, challenges and successes. Papers of approximately 1500 words are invited in a variety of subjects such as academic training, barriers, conflicting career and personal demands, chilly climate, glass ceiling, goal realization, and part-time issues, etc.

ELENA HANNAH, Psychology, Memorial University of Newfoundland, St. John's, NF A1B 3X9; E-mail: rosen@playpsych.mun.ca Fax: 709-737-2430

SWANI VETHAMANY-GLOBUS, Biology, University of Waterloo, Waterloo, ON, N2L 3G1. E-mail: svethama@biology.uwaterloo.ca; Fax: 519-746-0614

LINDA PAUL, Luther College or Geography Department, University of Regina, Regina, SK, S4S 0A2; E-mail: paula@meena.cc.uregina.ca Fax: 306-585-5267 or 306-585-4815

FOR MORE INFORMATION
WEST
CENTRAL
EAST

RACIAL PREFERENCES ARE UNFAIR



UNIVERSITY OF REGINA
RACIAL PREFERENCES
ARE UNFAIR

GEE, THEY WORDED OK
FOR THE 376 YEARS
THEY PREFERRED
YOU.

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Tell Me to "Have a Nice Day!" Coming Face-to-Face with Ethnicity

By Rochelle Yamagishi

As a third-generation Japanese-Canadian, I grew up believing that education, hard work and honesty would lead to achievement in Canadian society. I wholly embraced the ethos of the dominant Western society of competition, achievement, rationalism, and Christianity in an attempt to achieve "success."

Paradoxically, as I reach for the pinnacle in educational achievement — a doctoral degree — I have come face-to-face with the folly of my striving in the search for Truth in rational science. Instead, I have come to realize the rightness of a simple, natural worldview that encompasses rather than excludes different beliefs and peoples, that celebrates rather than denigrates difference, that empowers rather than disempowers people in their personal journeys toward wisdom and knowledge, that encourages rather than discourages a balanced lifestyle.

It was all I could do to resist the urge to grab the flight attendant by her perky little bow tie and shout in her face, "Tell me to have a nice day!"

Airports are sterile places but airport personnel try to add warmth to the environment by observing social niceties. My fellow travellers are mostly White businessmen in their uniforms of suit, tie, and trench coat, who are busy on their cellular telephones and they do not acknowledge me. The airline people at the counters and security checks are reasonably polite, but I do notice a difference in the way I am treated. More times than can just be attributed to a momentary slip or coincidence (I have made 30 round-trips in two years on two different airlines,) the various smiling flight attendants will greet the persons in front and behind me with, "Have a nice day," "Thank you," or "Good-bye," but give me only a perfunctory nod, look away, or worse still, give me a blank stare. When they serve refreshments, they are often equally cool.

Perhaps they have a momentary lapse or become tired of the monotonous routine. I know I always smile and say "Thank you" to them and that's not even my job. Shouldn't they be polite to me merely because I'm a customer? Ironically, I have accumulated so many "flight points" that I am now in the "President's Club" for one of the airlines. I have special luggage tags that entitle my luggage to preferential treatment — to be loaded last on and first off — but my

Japanese-Canadian exterior belies the consumer value within. One might say that these are unimportant social rituals. But if they are so trivial, why are they used at all? I am only travelling a few hundred miles from my home, within the same province of a country that claims a successful multiculturalism policy for over two decades. But it is this kind of experience that makes me want to seclude myself within my small, accepting community in which I am recognized as a member of a minority group that has earned acceptance as a "model minority."

This is one of the unexpected situations that I have encountered as I have set out upon a journey of struggle and search that has led me from an ethnic working class home in Southern Alberta to become a doctoral student at Alberta's most venerable academic institution. I have grappled with the question of why I am choosing this path and can readily list several reasons: to pursue "a wonderful educational experience," to improve my qualifications for teaching and to prove to myself that I can achieve at this level. In order to realize this ambition, my husband and I decided that the best plan that would cause the least disruption to our family life and the best meeting of my educational goals would be for me to commute on a weekly basis from my home in Lethbridge to the

University of Alberta in Edmonton, some 350 miles away. By meeting the residence requirement in this fashion, I am able to attend classes, meet with fellow students and my supervisory committee and to generally absorb the academic milieu. My travelling and being away from home is not only trying for myself but for my family (my husband and three children) as well. While I am learning about gender and race issues in the field of Sociology of Education, I am painfully living them out as a woman of color seeking a higher degree, a woman leaving the safety of home to pursue her dreams and goals, a wife and mother enduring the stress on family relationships and suffering the guilt of mothering lost.

As I reflect on my cultural heritage, I realize that my upbringing has been fraught with gender and race issues that I am just now beginning to analyze deeply. My mother had a great influence on my education. She frequently admonished we children to "make something of yourself — you don't want to end up being a ditch digger." She was raised in an all-White community and baptized as a teenager into the Christian church. Having her high school education and future educational plans cut short by the decision of White Canadians to deal harshly with

Continues on Page 8 ►

The Challenge of Diversity in Quebec

By Shahrzad Mojab & Bluma Litner

We are undertaking a research project, located in Montreal, which proposes to promote an appreciation of and appropriate response to diversity within the Concordia setting, based on the experience, concerns and expressed needs of visible minority students, staff and faculty members. Specifically, we, the researchers, hope that the resultant study will help to improve the general learning and teaching experience of visible minorities at the university level, beginning with Concordia University. The study will assist university administrators, staff, faculty and students more readily to recognize barriers and bridges in academia as experienced by members of minority groups. As one participant in the study stated, "If we don't understand the real meaning of diversity and dignity, all our efforts are going to give us is a 'public relations' variety of diversity and dignity."

This is an on-going research study funded primarily by the Secretary of State (Multiculturalism and Citizenship Canada) and partially by Concordia University. Currently, in its second year, it has raised more questions than provided answers. This is, to a large extent, related to the conceptual and methodological complexities embedded in "equity" research. Methodologically, for instance, the lack of reliable and consistent data source, or legal issues related to identifying members of designated groups on campuses, may hamper the research process. Conceptually, there is considerable confusion

in both theory and practice. Historically, this concept has been closely associated with the popular struggles of the last three decades, among them the civil rights movement, women's movement, students' movement, Native people's movements, the environmentalist and peace movements and those of gays and lesbians. The rise of these social movements combined with the considerable changes in the demographic composition of most of the Western industrial countries, including Canada, brought new and dynamic challenges to academic institutions.

The literature on this topic contains mostly status reports, theoretical debates and quantitative data and seriously lacks an adequate documentation of the experience of the groups who are expected to benefit from programs applying to them.

The premise of this research is that Quebec universities have revised, initiated, and developed new policies, procedures, and special programs in order to become more accountable and responsive to the changing needs of society. These new initiatives have generally been referred to as "educational equity" initiatives. The goal of these initiatives is to contribute to the integration of traditionally marginalized groups such as women, racial and ethnic minorities, Aboriginal Peoples, etc. into the academic life of higher educational institutions. There remain, however, disparities between the promises made in the educational equity initiatives and the extent to which they have in fact made teaching and learning inclusive. Although many students, faculty and administrative person-

nel are willing to consider issues of curriculum, access, retention of staff, promotion, and professional development in the area of diversity, most of them do not have access to the necessary resources to implement such initiatives.

Most institutions of higher learning now include references within their mission statement to a commitment to fostering equity and inclusivity for all members of their wider multicultural and in some instances, bilingual community. For instance, Concordia University's Mission Statement states that the "University seeks to achieve this end by offering its students inclusive and accessible academic programmes which stress a broad-based interdisciplinary approach to learning..." and has taken significant steps toward the inclusion of marginalized groups in all aspects of its academic life. There is, however, a striking contrast between the stated objectives of existing educational equity initiatives and the extent to which these initiatives have in fact made teaching and learning inclusive. As one of the participants in our study pointed out: "Yes, the right motherhood statements are there, but there is always a gap between what is said and what is done."

Thus, the distinctive feature of this research is its focus on how diversity affects and influences interaction, learning, training and teaching styles from the perspective of members of marginalized groups. Our objective is to develop a program called *From Access to Achievement: Successful Approaches to Diversity*. The program will provide a complete

package including resources, data, and a training model in which the concerns of marginalized students, staff, and faculty members are incorporated. All of these resource materials will be useful tools for encouraging educational equity across disciplines in academic institutions and assisting a wide variety of organizations within the wider Quebec community to heighten cultural awareness. These materials will be made available to university communities and, eventually, to outside groups both provincially and nationally.

The project design is guided by the principles of participatory action research and consists of two phases. The focus of the first phase, now near completion, has been on the development of an interview protocol, data collection and gathering of official university documents and policy statements related to issues of multiculturalism, diversity and equity. Participants in the study have consisted of volunteers from students, staff and faculty who have identified themselves as members of marginalized groups. A questionnaire which contained both "factual" and "experiential" questions has been used as a guide in face-to-face interviews. The factual questions were designed to elicit objective information from the respondents regarding their background and their study or work history at universities. Experiential questions were designed to help respondents to reflect on their experience within the academic environment. Participants were encouraged to relate their stories, to describe whatever

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I Heard My Grandmother's Voice: Residential School to New Curriculum

By Yvonne McLeod

This article will focus on the experience of a First Nation woman who has lived with the effects of residential schooling and was able to rise above some of these lifelong issues by acquiring educational options that worked. Traditionally, university programs have catered to the needs of the dominant society in the academics offered to the general student body. However, First Nation students do have a voice to be heard in regard to how their holistic educational needs can be met.

Middle aged, fearful and insecure, I tried hard not to show my true feelings as I walked with my husband for the first time down the university halls. I felt tiny pangs of success as he directed me to the classrooms in which I would soon begin my studies for a career in teaching. Confidence slowly began to replace the immediate fear as we neared the cafeteria, when suddenly there was a class change!

I panicked and the tears of doubt, insecurity and loneliness began to flow. I tried to restrain myself as I hurried through the crowded hallway. I detested the idea that I was leaving an awkward impression as I rushed past a crowd of students. I had to find a way out of the university building before the fear and pain of a "residential school flashback" consumed me.

It was too much for me as a child of five years, orphaned, left in a huge cold brick building with strangers who dictated an unfamiliar lifestyle in a foreign language. Long and Dickason (1996, p.271) remind us that "school for many aboriginal people is much more an object of fear to be avoided than a place of learning." The 'object of fear' for me was the residential school in Lebret, Saskatchewan.

The residential school was under the administration of the Oblate priests at the time I attended. The learning and disciplinary styles with which I was familiar were so different compared to the structure, routines and discipline of the boarding school. The informal and diffuse structure of the

education that I was used to was not there. There were to be no more stories, no hands-on learning that I could relate to. As Miller (1996) states, learning was now a segmented, rigid experience that occurred at specific times and in designated places. Furthermore, he infers that these cultural differences bearing on pedagogy and discipline combined to make the residential school experience more onerous and painful for the Native student.

Yet still, in the midst of that same fear and confusion, I was able to hear a small but familiar voice, "the Creator gave you something to share, now go and share it." What did I have to share, who did I have to share it with, and why did I have to share it? As I made my way through the crowded hallway of the university, I continued to hear the encouraging words from the voice of a grandmother who had long passed on. In my Salteaux culture, I was taught to respect the words of my grandmother, as she represented the most influential family member for learning in daily living.

Long and Dickason (1996, p.270) indicate that "it is essential for the dominant society, those of us untouched by residential schools, to grasp their full meaning." Could it be that the negative attitudes toward learning have their basis in negative experiences passed from grandparents to parents to children? Barman (1986, pp. 271-2) suggests that for aboriginal peoples "...negative attitudes towards schools today are grounded in their own experiences, or that of parents and grandparents, in residential schools that were meant to assimilate aboriginal children into mainstream society but that in reality educated them for inequality. To lay the legacy of residential schools finally at rest, not only must aboriginal peoples heal themselves, but members of mainstream society must come to recognize their complicity in the misadventure. Only then will the way ahead be assured for aboriginal education." In order for First Nation students to take hold of their own destiny and to clear the air, there must be opportunities to heal by providing educational experiences that work. First Nation

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Unequal Sisters in Science

BY Swani Vethamany-Globus

History has taught us that exclusion and unequal treatment of some sectors in our society has been injurious to the well-being of all. On the other hand, compassion, justice and the sharing of power protect everyone, including the privileged groups, and help maintain harmony and peace in the land.

A brief academic biography indicates that I am a Canadian-trained scientist possessing a doctorate degree from the University of Toronto in Developmental Biology (1970). I had two subsequent postdoctoral apprenticeships with prominent scientists in the U.S. I spent my first twenty-seven years in India, my motherland; and then thirty years in Canada, my adopted country, plus a two year sojourn in the U.S.

My experiences in the two cultures, the East and the West, and life in general have taught me that no one culture can lay claim to a discrimination-free, just society. For this reason, I shall refrain from painting the whole dominant group, often referred to as "the white males," in the Canadian academy as the villains in the struggle for equal treatment. However, this group happens to be the dominant one, with the power and the privilege, and thus is held accountable for both the existing marginalization of certain groups as well as the task of liberating them from the margin and assimilating them into the mainstream. I hasten to add that my supporters, during my long struggle in the academy, few though they may be, come from both male and female members of this dominant group.

This invited commentary briefly touches on my experiences as a member of the visible minority (I still have not come to terms with

these labels,) as a woman scientist in the Canadian academy and may mirror, at least in part, many parallel lives of other women academics across Canada. Hopefully it will speak for them as well. Most of us have multiple strikes against us, some of which are common to all women and others may be unique to members outside of the privileged group.

The mentorship and the networking that is crucial for survival in the scientific world are found to be scarce for women scientists and almost nonexistent for minority women. This lack of mentorship may even start at the laboratories where they are being trained, where the careers of male graduate students are often more enthusiastically supported and promoted.

Though discovery is integral to science, the acceptance of new ideas and findings is not easy when they come from a woman and a visible minority academic. I found that being creative in science turned out to be a burden rather than an asset. It took about ten years to get my new findings accepted by my peers. In the interim, fellow scientists published articles that counted for their tenure and promotion, trying to disprove my findings. Even when I was proven right and the findings were used worldwide, thus becoming incorporated into the scientific literature, it was as though my research was of little importance, often used without proper acknowledgment. Due credit and proper acknowledgment of one's work is harder to obtain for a minority woman scientist. It was almost hilarious to see how scientists, both men and women, found it easier to give credit to my husband for my doctoral thesis, rather than acknowledging me.

In 1972, I married my fellow graduate student at Toronto and we formed a husband

and wife team in the same discipline. Being an academic spouse of a faculty member and specializing in the same field has spell disaster for many women of my vintage. Husband and wife teams are much maligned research teams in Canada, especially in the Life Sciences; the credentials of the wife as a scientist in her own rights are often totally ignored. Most of us in this position have the distinction of being grossly under-employed for our qualifications and it does not seem to tug the conscience of the rest of the scientific community. I have come to know many women from different backgrounds who are caught in this predicament. Our common bond here is not the skin colour but we share the characteristics of being a woman academic, married to an academic and in most cases took time out to raise a family. Why are these women academics out of the loop, un/under-employed, unrecognized and languishing in poor career advancement? *Is science beyond social conscience?* It seems incongruous that we encourage young women to become scientists, if at the end of their training, this is all science can offer. Are we misguiding our daughters?

The heavy demands of combining early child care with that of a full time academic position make many women opt out temporarily and/or accept part-time/sessional positions. However, many find themselves frozen in this state and relegated permanently to a marginalized state. Hoping that keeping my hands in research would put me at an advantage for a faculty position when my family responsibilities eased, I took on a non-salaried Research Assistant Professor's position in the department where my partner was hired as a Developmental Biologist. Supported by NSERC funding, I worked in this position for 14 years, did independent re-

search, trained graduate students and performed work related to scholarship. In spite of these efforts on my part, I faced extraordinary resistance in getting my non-salaried position converted to a paying faculty position. Currently, I hold one half of a regular faculty position, finally salaried for the past eight years. Tenure is yet to be bestowed. This latter position began at my fifty-first year; my pension is meager and my salary is only two thirds of that of a colleague with equal qualifications but more seniority as a regular, full time faculty member.

I watched with anticipation and hope during the last ten years, the attempts within the academy, to improve social justice for the traditionally marginalized groups, especially women. However, it is not only intriguing but also disturbing to note that some women, including myself, have been bypassed and excluded by the winds of reform. We remain untouched by the employment equity measures. *Why are there few minority women in science?* Equity measures introduced in recent years to increase participation of women in the academy seem to favour the members of the privileged group. Science in Canada still remains an unyielding territory for women of colour.

Where does the problem lie? Perhaps, the power base for hiring and promotion is most often decentralized and comes under the direct control of local politics of an academic department and its members. Conscious or unconscious systemic discrimination, unspoken barricades and passive exclusion may play a significant role at the grass roots level of department politics. Even the built-in mechanisms to monitor hiring practices within universities fail to catch this marginalization. In addition, the autonomy of

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Justice & Healing: A Teaching Journal

By Patti Doyle-Bedwell

Mi'kmaq people always taught by stories. This is the story of my experience, as a Mi'kmaq woman who is also a law professor, at Dalhousie Law School. No other Mi'kmaq had taught at the law school before 1995. I would act as a role model for all the other Aboriginal students. Mainstream students would gain an invaluable experience having me as a teacher. Not only could I teach the law, but I could offer a new perspective to the law, a Mi'kmaq perspective which is sorely needed by all students who wish to practice law.

However, my experience of teaching at Dalhousie Law School has been one of the most painful in my life. I fought against internalizing the hostility and the racism which says that I am not good enough. Some students do not respect me or accept me as a professor. With the protection of anonymity in the class evaluations, some students have said I am too Mi'kmaq; I speak too much about the plight of a poor, oppressed people. I do not teach like the other professors in the school. I have felt the defeat within me, there isn't anything I can change about myself to appear competent. Some students simply assume that I am incompetent. My ability to teach and speak publicly are not skills that help one to teach in law school. I experienced conflict with respect to my holistic teaching style.

Rhodes (1988, p. 27) defines "holistic teaching" as "the fostering of a broader base and context for understanding, a multi-level approach which encourages understanding of many aspects at the same time and of the inter-relationships involved, which in turn, encourages involvement, ownership and commitment." I see law holistically. My Mi'kmaq

teaching style relates to my cultural understanding. Since I learn holistically, I tend to teach holistically. The rebellion of the students to my holistic teaching style astounded and shocked me. I synthesize what I learn into my own repertoire of my experience. I assumed that others needed to do the same.

I think about my teaching and I think about my Mi'kmaq culture. I read about the need to let the students set the tone, respect their space, allow them the room to learn about Constitutional law. I expected some level of respect and I did not get it. Once I read my class evaluations, I found out that I was too Indian, talked too much Indian, I used textbooks, I lectured too much. One comment said I did not allow class discussion. This is true. I tried very hard not to have class discussions because I felt threatened by the questions. Students, at the same time, expected me to know everything and yet acted as if I knew nothing about the law.

Much has been written about the cultural conflict of having Aboriginal students in the class with a mainstream teacher but little has been written about the cultural conflicts which occur when Aboriginal teachers teach a mainstream class. Students wrote a letter of complaint to the Dean about my inadequacies as a professor who teaches from a holistic perspective. The letter exposed the students' total disrespect for my culture, my background and my intelligence.

At the end of term, the cultural conflict becomes heated over grade appeals.

I feel the familiar stab of pain. I am inflammatory, I am too Mi'kmaq, I am not a good teacher of Constitutional law, I lectured too much. The exam was unfair. I am angry. I am scared. I am the sole support of my family and I see my job fading fast. I have never experienced such shaming and degra-

dation. I am expected to answer this appeal. I cannot even cry, even when a student states that I missed too many classes for no legitimate reason. I do the Indian thing, I believe the pack of lies as the truth. The trauma of living in an oppressive society is believing the dominant society's image of who I am.

Hearing the word Indian brings certain images to mind such as Squaw, drunk, stupid, savage, less than human. I have fought these images all of my life. I am different but not less than others. These images shape the mainstream perception of my reality. I have internalized these images. I have learned that racism feels like being stabbed. The violence of racism feels like razor blade cuts all over my body. The bleeding continues and I feel so empty.

It takes incredible courage to stand up in front of a class where no matter what I say, it is Mi'kmaq dribble. It takes incredible courage to say I am a law professor. Who do I think I am? That, I do not know. Why do I do the Indian thing and believe in their perception that I am incompetent as a teacher? I am frozen for many weeks. I am scared to even cry, for fear that I will never stop.

I write the response to the appeal letter. I pray that I can answer in a good way, and not be reduced to hurling my pain and anger at the student. I try to be logical and rational. This is difficult to do when my soul has been almost destroyed. I don't know what I can change about myself — my face, my hair, my body, my genes? Pretty unchangeable stuff. My experience as a Mi'kmaq woman? No, I can't change who I am. Change my belief system? Change my perspective of the law? No, because the law is what it is and I think about it the only way I know how, the Patti Doyle-Bedwell/Mi'kmaq way. It is my story, my truth which I cannot change. So what can I say? I say my truth. I am fair, I made up my

own exam at the request of the students, to reflect what I taught. I examined Aboriginal issues in the class because that was part of the materials.

By August, no decision has been made on the appeal. I walked back into the law school and I felt sick. I am determined to be strong and teach my class, despite the racism at the law school.

Racism is an ugly word. It is invisible. I can point to certain examples, as I have done, but racism feels like an elusive concept — a ghost. What racism does is dehumanize me and the Mi'kmaq nation. The Europeans "discovered" the land and they get to keep the land because they are human and we are not. They try to kill us but we have a spirit that will not die. The dominant society continues to oppress those which do not fit in. The law school, as part of that mainstream, dehumanizes those who experience life differently. Simply, I am not supposed to be there, teaching their law or offering my perspectives on it. I think my perspective matters and should be part of the law school just as other professors bring their own perspectives to their teaching. So I sit and write. I struggle with the voices inside and out that tell me I cannot write my truth. I cannot be a lawyer or a law professor. I feel the pain in my chest as I struggle to silence the voice that tells me I can't be a writer, I can't stay at Dalhousie, I can't teach law. I feel the silencing. I am alone, with my voices. Can anyone hear me? ☐

(Patti Doyle-Bedwell is Assistant Professor at Dalhousie Law School and is Chair of the Nova Scotia Advisory Council on the Status of Women.)

Rhodes R. "Holistic Teaching/Learning for Native American Students." *Journal of American Indian Education*. Vol. 27, #2, 1988.

Multicultural & Antiracist Teaching in Cross-Cultural Education

By Laara Fitznor

The purpose of this paper is to talk about what and how I teach from an antiracism approach in one of the elective cross-cultural undergraduate classes at the Faculty of Education, University of Manitoba. What I mean by teaching from a multicultural/antiracism perspective is going beyond merely comprehending and appreciating cultural differences of food, festivals, and dress. It also means going beyond just understanding the difficulties people experience because of how their differences are viewed.

In my teaching and research I include questions of how such factors as social class, gender, race, age, physical mobility, skin colour, privilege and power relations, racism and firsthand experiences with discrimination account for unequal relationships in Canadian society. They limit some people's chances for a fully-functioning life in Canada. Antiracism education encourages students to recognize how institutions and sys-

tems have built-in inequities; to explore the roots of the problems and consider how they can be redressed; to continue to examine and appreciate the increasingly diverse nature of Canadian society; to understand that the issue of multicultural and antiracism education must be at the heart of all discussions about education; and to recognize that educators must develop the interest, commitment and strategies for equity and social justice in education.

The course, entitled "Cross-Cultural Education," is available to all Education and Arts students. (It is cross-listed with the Faculty of Arts.) Although the course is an elective in the Faculty of Education's Teacher Education program, it is so highly subscribed that the various sections are usually filled to capacity. Often students ask permission to register over and above maximum enrollment. The course is offered over two academic terms and usually in spring and/or summer sessions as well. Depending on staffing arrangements, it is taught by various instructors. It has been my experience that once students com-

plete this course, they feel it ought to be mandatory.

The majority of students who enroll in the course are either in their third or fourth year of studies or in the after-degree program. Enrollments have averaged 35 students per class. The composition has been primarily white and female students from working to middle class backgrounds, with very little racial diversity. Over the last four years, I have taught at least 10 courses at this level and have observed that only one to seven students from a class of 35 were from a visible minority background. As a result, there is a challenge to meet the suggestions which multicultural/antiracism educators make that the student body ought to be more representative, given the cultural and racial diversity in Canada.

It is important to note that this may be the only cross-cultural course, or more specifically a cross-cultural course with an antiracism approach, which student teachers take in their entire pre-service years. In an educational environment that

still reflects a strong Eurocentric, white, male bias in spite of some efforts for a more inclusive climate, it is critical that students develop an interest and commitment to becoming involved with multicultural/antiracism educational perspectives. Furthermore, courses such as this ought to be included as a requirement in any teacher education program.

Teaching from an antiracist perspective can be a daunting task especially since the majority of students come into the class with biased school experiences. Particularly strong are Eurocentric biases within their thinking, acting, and feeling. In spite of their desires to become effective teachers for all students, these future teachers' often-biased schooling experiences, perspectives and limited understanding of multicultural/antiracism education may become barriers for their effective teaching in a diverse world. They need to become stronger participants in the effort to build a learning environment that is more inclusive, equitable, and socially just.

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Whither Jill? A Reply to Andrew Irvine on Affirmative Action

By Sandra Bruneau

The author argues for continued support of affirmative action programmes in hiring professors and administrators in Canadian universities and colleges and suggests a review of the concept of 'merit' and its application.

In a recent — and to many an incendiary — article, Andrew Irvine (1996) of UBC's Department of Philosophy declares that Canadian universities should abandon affirmative action programmes designed to increase the numbers of women in university teaching and administrative posts. I take issue with some of Irvine's statistical arguments, his moral calculus and his conclusion. The facts in universities across the country persuade me that Canadian universities don't have anywhere near the number of women professors and administrators they should. There are still relatively few women applicants for vacant posts, and Canadians ought to be reminded of that situation and educated about its causes and effects. In the meantime, affirmative action hiring programmes should continue. There are good moral reasons for continuing them. Abandoning them would be retrogressive.

Irvine is quite right that in an era of scarce resources and thus few positions, a department that hires a woman thereby denies work to a man (or, I might add, to another woman). Thinking Canadians would want the country to provide appropriate employment alternatives to these unemployed or underemployed academics.

All other things held equal, *ceteris paribus*, is it morally permissible to hire a woman over a man for a university faculty position, Irvine asks. That is, if two candidates for a university post, a man and a woman, present appropriate degrees, teach, do research, and if their publications (for example) are considered equivalent, the question is whether it is permissible to hire the woman instead of the man. Most of us would say "Yes," considering the good this would do to the woman hired, to the morale of women faculty members and to students male and female, to women contemplating a professorial career, and, finally, to the community's collective opinion of the university. Hiring a woman violates no moral rules or principles — but Professor Irvine remains silent on his answer to this moral question.

He deals instead with the more difficult question: All other things being equal, *ceteris paribus*, is it morally required that the university hire a female candidate over a male? I say this policy question is at the very least open to debate. Irvine is adamant the answer is "No." He argues with those who say that employment equity programmes should be short-term and abandoned when their goals have been achieved. Surprisingly, Irvine thinks the goals of Canadian employment equity programs have now been achieved. And he provocatively suggests that we women have received more than our fair share.

Let there be no doubt, many departments in Canadian universities would stay much as they are now if they were to abandon all affirmative action hiring programmes.

As they are now, Canadian university departments often do not allocate a fair share of posts to women without affirmative action programmes. The numbers of men in every rank would continue to far outweigh the numbers of women, and in the type of academic category — Lecturer — in which women are numerous (women = 49.5%), their academic fate is often sealed. By design and definition, most women lecturers (like all lecturers) will generally not proceed through the ranks.

If women have made gains since the sixties in Canadian universities, women are still relatively rare in many departments. There are exceptions, departments where women are numerous. But what conclusions may be drawn about departments and faculties composed largely of women (nursing, education, social work, home economics)? The feminization of these professions in the wider world and in the university may well explain what some might consider to be, their lower status in and out of the university community. Professions where women vastly outnumber men are often characterized by lower pay and academic marginality, despite the intellectual value and social importance of these professions. The "merit principle" has done little to resolve the perennial difficulties of these professions, outside and inside the university.

Irvine's view seems utterly remote from these broad social facts. He thinks it would be wrong to give preference to women applicants, for to do so would be to make decisions not based on merit. Irvine concedes that an individual woman might meet accepted criteria for merit. He appears to think our appointment (as a class) in anything approaching significant numbers will drive down academic standards.

It is this that leads me to think Irvine does not really accept or anticipate a *ceteris paribus* condition at all. He claims, for example, that declining standards correlate with increases in the number of women hires. Page counts of published articles are declining, percentages of doctoral graduates hired in lower ranks (assistant professors, lecturers), and amount of time in academic endeavours since acquisition of degrees all tell the same lamentable story. "Standards" are going down and it's at least partly because certain women are being hired. (Men, Irvine assumes, meet and will continue to meet criteria for merit. Why? Apparently because they are men and for no other materially significant reason.) Is Irvine paying attention to the *ceteris paribus* principle in making this claim? Not at all; there are innumerable contextual reasons for ups and downs in page counts, distribution of doctoral degrees in the professoriate, and so on. The *ceteris paribus* principle, like so many social principles, is terribly difficult to apply in practice unless we consider its context, and especially its social context. Irvine abandons it here so that his statistical reasoning can be kept as clean and straightforward as possible.

Take for example two candidates, a man and a woman, both of whom are academically prepared for a university post, who present evidence of being able to teach and do research, but who do not present

an exactly equivalent number of published pages. Let's say as well that the woman candidate, who has borne a child and takes primary responsibility for her child's care, has slightly fewer publications than the male candidate, although those she has are of high quality. The university hiring committee who pays attention to context could well be convinced that she is the better candidate since she has demonstrated she is able to attend well to academic writing and to intensive caregiving.

Irvine's reasoning and recommendations, however, lead to conclusions so embarrassing that he must keep such complicating factors out of his discussion. It's worthwhile to look at what might be the result of our acting on professor Irvine's conclusion. First, an Irvinian university could be socially "frozen." Men would likely continue to predominate in its professoriate. Second, and an even more important likelihood: the Irvinian university would be unlikely to change its curricular, pedagogical and philosophical stripes.

Now I do not say that a dominantly male university would be unable to educate for new social circumstances. Nor do I think that men are constitutionally incapable of making sense of a world where women play their full parts in public life and in business. I merely say that a dominantly male university is unlikely to make sense of such a world. And worse, women may find themselves begging male professors and administrators to understand that new world and to take it seriously, reconsider programmes and hiring practices in the light of women's achievements and rights. The act of begging — shall I say supplication — is morally wrong on the face of it.

What would an Irvinian university look like? Here are Irvine's figures (p.257) to show what the university might look like for women academics once all affirmative action programmes had closed: Full Professors 7.6%; Associate Professors 19.6%; Assistant Professors 33.4%; Lecturers 49.5%; Other 42.2%; Total 20%.

Assuming some movement from one rank to another during the working lives of those now teaching in Canadian universities, the percentages of women at each rank would likely increase but not at the rate that they should. Without affirmative action programmes, new hirings at the assistant professor or lecturer levels might even include fewer, not more women.

The percentage of men making departmental hiring decisions remains greater than the percentage of women. Some men may believe enough in affirmative action to continue it. But others might not, acting on the basis of the recent backlash against such programmes. Some women professors, too, are not especially committed to the advancement of other women and their votes might have an equivocal impact. The quietly creative and productive woman scholar or administrator might continue to go unnoticed by both male and female decision-maker alike.

Part of the difficulty in deciding whether Irvine is correct in believing that affirmative action hiring policies should now be abandoned is the question whether commitment to equality means commitment to

provide equal opportunities to men and women applicants, or whether one is committed to achieving equal or the same outcomes, (for example, equal numbers of male and females). Under a policy of equal opportunity, one might change the conditions essential to the preparation of university professors such that formerly underrepresented groups will have sufficient opportunities (likely not the same) to prepare for the role. (In school science programs, for example, some changes in the education of girls are at last being seen.) Women might be afforded more child care support services and mentoring relationships in order that they can graduate in masters and doctoral programmes and embark on research activities and publications sufficient to make them competitive with males.

Under a regime where equality of outcomes is the prime objective, however, members of a society, including the university community, would work to ensure actual hiring numbers are the same for women and men, for majority-culture and minority-culture persons, for physically challenged and physically unchallenged persons and so on. The main difficulty with equality, conceived in terms of outcomes, is that in the interests of achieving equality as sameness (numbers), the principle of merit might well be overridden.

Irvine argues that equality of outcomes is unjustified, and with that I agree. I also agree that merit must be a strong reason for deciding whom to hire, for I think we ought not to lose sight of the ideal of equality. We might be less committed to justice and equality, if, in spite of all our efforts to make opportunities as equitable as possible, the outcomes (actual hirings at each professorial rank) remained the same as they now are.

Irvine, however, says we should be satisfied with today's numbers of women. He believes that (a) as long as one is committed to equality of opportunity, and (b) that women have equality of opportunities (and he thinks that they do), then (c) this obviates the need for affirmative action policies and programmes. For evidence, he cites statistics that show equal numbers of men and women in undergraduate and graduate studies and as recipients of degrees.

But what accounts for the decrease in women hired in university if there are equal numbers of men and women who receive doctorates? It may be that university hiring is now in general decline. Or perhaps there are lots of women candidates, but the pool of women applicants remains small. It may be that jobs aren't in the right geographic area for women (this question deserves close empirical study). It may also be that job descriptions do not draw upon the strengths of work done by women in certain areas of research. Who prepares job descriptions in largely male-dominated departments? Also, departmental climates may still not be conducive to women students' and professors' participation. Furthermore, the idea of publish or perish may not be attractive to anyone, man or woman, who wants to nurture family members, have a community life, and write lots of words.

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Comparing Employment Equity Progress for Women at Windsor & York

By Janice Drakich & Penni Stewart

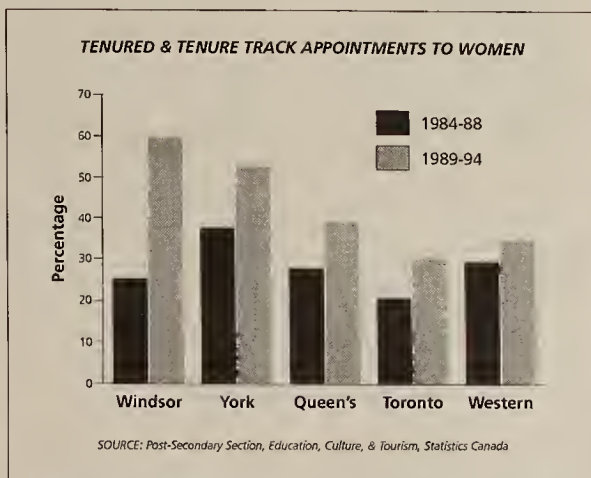
In 1989 we began studying the impact of employment equity legislation on 18 Ontario universities (Drakich, Smith, Stewart, and Fox, 1991; Stewart and Drakich, 1995). In 1994 we extended our research to universities across Canada. Our examination of the implementation of employment equity in Canadian universities reveals considerable variation in attention to and development of programs for recruiting women faculty. The disparity in programs is captured in the terms we use to categorize employment equity programs: employment equity policy, employment equity plan, and employment equity action strategy. Most universities have "employment equity policies" which are formally adopted statements of commitment to the principle of employment equity. Some universities, typically those which are signatories to the Federal Contractors Program, (see Federal Contractors Program on page 10) have "employment equity plans" which articulate goals, timetables, and objectives. Few universities, however, have "employment equity action strategies" which establish a process of implementation from the articulation of goals and timetables to the their achievements.

In Canada, universities that are members of the Federal Contractors Program have met the basic requirements of: collecting data, conducting workforce surveys, mounting steering committees, and establishing goals and timetables. We note, however, that the Federal Contractors Program requires only a minimalist response to its implementation criteria. It is not surprising, then, that only a small handful of universities have developed explicit employment equity action strategies for women faculty. The University of Windsor and York University are two universities where equity action strategies have been administered for almost a decade. In this research note, we examine equity progress for women faculty at York and Windsor and three other universities which do not have equity action strategies — Queen's, Toronto, and Western.

The equity action strategies at Windsor and York are briefly described in the following:

At York, the Joint Implementation Committee is the central monitoring body of the collectively bargained Affirmative Action Plan for Women Faculty and Librarians. Under this plan, academic units have to develop an affirmative action plan and demonstrate that they have followed their plan in terms of search and selection procedures. In academic units where women comprise fewer than 35% of tenure-stream faculty, women must be appointed where candidates are substantially equal. The committee reviews the hiring process and makes a recommendation to the president.

At Windsor equity progress for faculty and librarians is monitored by the Review Committee on Employment Equity (RCEE). Academic status processes — appointments, renewal, tenure, and promotion, are monitored by employment equity/procedures assessors (EE/PA) and the Presidential Commission on Employment Equity (PCEE). In the case of ap-



pointments, EE/PAs monitor the hiring process as non-voting members of appointments committees at the academic unit level. Each stage of the hiring process — development of the advertisement, the shortlist, and the recommended candidate — is approved by the EE/PA prior to PCEE approval. PCEE may approve the request, require further consideration or require initiation of a new search.

The bar chart above provides data on the rate of change in the recruitment of women faculty at the five selected Ontario universities. Rate of change here is represented as the change in the percentage of new permanent positions awarded to women from 1984-85 to 1994-95.

These data reveal clear differences between universities in the proportion of women hired into permanent faculty positions, showing how employment equity has had a positive and varying impact on the recruitment of women faculty. Between 1984 and 1994 recruitment at the University of Windsor increased by 23%, Queen's 12%, University of Toronto by less than 10%, and the University of Western Ontario by slightly more than 5%. York University, which in 1984 had a substantially higher proportion of women faculty than the other universities, increased its proportion of women hired by 16% over that period.

While equity action has had a demonstrated impact on overall recruitment of women faculty at York University and the University of Windsor, one "test" of the effectiveness of strategies is to examine how many women faculty have been hired into nontraditional scholarly fields. For example, a weaker version of equity would tend to lead to an increase in the percentage of women hired in fields already well represented by women such as Sociology and English.

At the University of Windsor nine women have been appointed out of 22 appointments in Science and Engineering (40.9%). At York 20.7% of new appointments in Science were awarded to women. Overall, the representation of women in Science and Engineering has not really changed in the past decade. These num-

bers can be contrasted with recruitment of women faculty into Sociology where seven of eight appointments at Windsor and 12 of 13 appointments at York were awarded to women. As always, these numbers tell only part of the story.

Our interviewees across Canada repeatedly told us that labour pools are small and that offers to women in Science and Engineering had been made, but were not taken up, reflecting the highly competitive market for women scientists and engineers. Nevertheless, the few appointments in Science and Engineering awarded to women seem to us to underscore the need for a truly directed strategy. In conversations and interviews with faculty and administrators across Canada, we found that although faculty in nontraditional disciplines for women are prepared to accept women as their colleagues, provided they resemble their male counterparts in terms of grants, ties to industry, and publications, they really are only interested in potential women faculty who "fit in." Thus, employment equity strategies, summarized by a women scientist, are most effective for those women candidates who exceed the criteria for the 'ideal type' or who otherwise offset the disadvantage of their gender.

Comparing Employment Equity Action Strategies — Both York University and the University of Windsor have strategies that have resulted in an increased recruitment of women faculty. There are several weaknesses in the equity action strategy at York relative to the University of Windsor strategy.

Most importantly, at York the action strategy speaks only to recruitment and is silent on issues of retention such as renewal, tenure, and promotion. At York, affirmative action rests on the activity of the hiring unit. While ideally academic units should be involved in ongoing self-education, in practice affirmative action plans, once developed and approved by the Joint Implementation Committee, become regarded by some as one more bureaucratic hurdle to be jumped in the appointments process. The monitoring role of the York University Joint Implementation Committee at the end of the hiring process is not nearly as effective as the staged monitoring of the process as

exercised by Windsor. The process at York may also engender hostility between the Joint Committee and academic units because by this point of the process the units are committed to the recommended candidate. The units' affirmative action representatives may be caught in an awkward position between the interests of the department and the interest of affirmative action because she or he is internal to the equity process.

The employment equity/procedures assessors at the University of Windsor are faculty members from outside the academic unit and are responsible solely to the Presidential Commission on Employment Equity. The monitoring of equity and procedures and the veto power of the PCEE is paramount. Another factor that must be emphasized is the public and active commitment of senior administrators at the University of Windsor to employment equity.

The increased recruitment of women faculty at the University of Windsor suggests that equity programs in academe must address systemic discrimination and university cultures. At Windsor, appointments, renewal, promotion, and tenure processes are standardized across the university through the senate bylaws, the collective agreement, and the employment equity procedures manual. Standardized procedures for academic status decisions provide clear guidelines that reduce ambiguity and override the subcultures of academic units. Fair and equitable practices are symbolized in the physical presence of the EE/PA and monitored through their interaction on a committee. Each stage of the appointments process is overseen by the EE/PA and monitored by the PCEE; thus making committees accountable to external bodies for their procedures and decisions. The direct involvement of the PCEE and equity assessors permits immediate intervention to rectify improper procedures or discrimination — whether it is overt or systemic.

The ability to enter into appointments procedures in individual academic units at the stages when recruitment, qualifications, and consideration of candidates are discussed contributes to the transformation of disciplinary cultures that may differentially evaluate women and minority groups and masculinist practices. In our interviews across Canada, the most striking theme is that intransigent academic units are characterized by deeply ensconced disciplinary cultures and departmental norms rather than by individual faculty member's anti-equity posturing. Influencing both disciplinary culture and individual behaviour through the required exercise of fair and equitable procedures in the university may bring about long-lasting change. Shirley Nelson Garner (1996) discusses the importance of conversation — speaking up in response to, and against, antifeminism — as a transformer of academic climate. We believe it is also important in transforming anti-equity beliefs, practices, and cultures. Without monitoring and intervention practices at the site of decision-making and throughout an academic status process, employment

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Tell Me to Have a Nice Day!

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the "Yellow Peril" on the West coast during World War II, she moved along with her family to the sugar beet fields in the Taber, Alberta area and later worked as a domestic in farm homes after the war. With this experience, she seemed to reject her cultural heritage and came to prefer Occidental cooking customs. However, she married a second-generation Japanese like herself, but a man who came from a more traditional home as well as from a higher social class. Like a good Japanese wife, she always seemed to be trying to please my father and others with her behavior, at the expense of her own needs. I believe she died without being able to fulfill her dreams.

I have an "approach-avoidance" relationship with my ethnicity. For most of my life I have rejected my ethnic heritage, and it is only through my recent studies of critical theory and postmodernism that I have come to face the fact of my ethnicity. Through dialoguing with a Native woman in a gender class at the University of Alberta, I discerned a kind of shared understanding with this woman who was virtually a stranger at first, but who exuded an inviting ease of manner, and whom I have come to care for deeply.

We engaged in conversation about various life experiences relating to our sense of identity as non-white women. Through her sharing of her own journey to find her Native roots by learning from elders, she opened up my thinking to a different perspective in which I can now consider being an ethnic person of my own choosing, rather than something manufactured to please others, particularly those in the dominant White culture. By inviting me to seek out my own elders, she has opened up windows for me to look out of as I travel along the tunnel which I have believed will lead me to acceptance and success in the dominant culture. I am not sure whether I want to leave this tunnel. It is so familiar (albeit dark) and so well-travelled (although I travel alone). And I know just where it leads. Or do I?

Like my mother, I too grew up within a White community. The schools, neighborhoods, and church I attended were all White and when I looked around I saw only White faces and actually felt uncomfortable surrounded by Japanese people on the few occasions when we attended weddings or funerals.

Unequal Sisters in Science

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the departments and individual faculties is zealously guarded so that there may be a reluctance on the part of the top administration to intervene to rectify past injustices. Even the extraordinary emphasis on consensus building in governance may indirectly contribute to the maintenance of the status quo and the existing permafrost.

Denial of NSERC research funding at the time of getting my faculty position was the biggest blow I had to endure. I prided myself as a creative scientist having made some original contributions and poised to make further significant progress in my area of research. The fact that I tried to keep research going against all odds was totally ignored by NSERC. This still remains an irreconcilable injustice in my mind. Is science

als. On an everyday basis, the only time I realized that I was not White was when a school mate would ask me questions such as, "Why is your face so flat?" or strange White children on the street would taunt as I happily walked by: "Chinky-chinky-Chinaman!" My face would burn with rage and humiliation and I would run home to the safe haven of home — where we all had flat faces — and tell my mother. However, I would find small comfort in her matter-of-fact advice to "consider the source."

I suspect that a major element in my being a Ph.D. student concerns my desire to live out my mother's dreams of "making something of myself" for both her and for me: to prove to myself and them that I am someone despite my color difference.

Several years after it occurred, in my family of origin, we learned that our youngest member, the adored and cherished "baby" of the family, had spent many of his recesses in elementary school hiding under the stairs with his young Chinese friend. They were avoiding racist physical attacks from schoolmates but were never able to vocalize their fears or situation to teachers, administrators or parents. What cultural forces silenced these boys until it was too late to right the wrong? What emotional scars do they still bear? Do these kinds of things still go on today? I submit that they do. I have had people ignore me repeatedly (there were a couple of young White women who lived in the same residence at the University of Alberta who would never acknowledge my presence even if I smiled or greeted them directly. Sometimes I just got tired of trying.)

Why is it always the oppressed who must try harder? As a female, it seems that I must be that much more competent to be considered worthy alongside a male. And as a person of color, I must be friendly, tough-skinned, forgiving, polite, clean, intelligent, law-abiding, a good sport, etc. just so that "they" do not have a legitimate reason to dislike or exclude me. Ironically, my mother — unschooled though she was — planted the seed for my questioning of a hegemony in which there is systematic domination over subordinate groups. Tragically, I had to come this far in my education to learn about the legitimacy of the voice of "the Other" and that there is more to the Truth than what we read in textbooks or see in the media. ♀

(Rochelle Yamagishi teaches in the Department of Sociology at the University of Lethbridge and is currently an Elementary Counsellor for the Lethbridge School District.)

exclusive to the privileged and the powerful? The peer review system does not work well for everyone and there is a need to explore the practices of granting committees for fairness and equity.

At times, I feel like the spent salmon which is destined to swim against the current, jump the rapids and other formidable obstacles to arrive at its destination. Did I even arrive at the destination for which I was trained? The fact remains that some of us, the unequal sisters, are relegated to the outermost fringe of the margin, longing to be part of the text. Compassion and justice have a place in the academy. The following words of Margaret Lawrence echo the guiding principle that can help us move in that direction. "Try to feel in your heart's core the reality of others. This is the most painful thing in the world probably, and the most necessary." ♀

(Dr. Swati Vermany-Globus teaches in the Department of Biology, University of Waterloo.)

Multicultural & Antiracist Teaching in Cross-Cultural Education

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Consider the increasingly diverse nature of Canadian society. There is no doubt that this fact places demands on teacher training. Multicultural/antiracist education ought to become a growing aspect of teachers' professional and personal lives. Proponents of multicultural/antiracist education strongly suggest that teachers' attitudes toward these emerging concepts is an important factor in their selection of content and approaches to teaching. As well, teachers ought to be able to reflect on their personal frames of references in relation to this multidimensional concept of multicultural/antiracist education. Many theoretical concepts, models, and strategies have been developed to help student teachers gain the necessary skills, knowledge, and attitudes for this broad perspective. When teaching, I draw on the works of many educators from Canada, the United States, and the United Kingdom who have written extensively on these subjects.

How prepared, then, can student teachers become in gaining the necessary skills, knowledge, and attitudes needed to commit to a multicultural/antiracist approach? Certainly, student teachers have the capabilities to enhance their understanding of these theoretical perspectives, models, and strategies. But they must also learn how to utilize them. Recognizing the complexity of this question, how best can I inspire, challenge and provide information to the student teachers who register in the cross-cultural education course that I teach? How can I introduce into the course key components from this broad field of study?

I will try to answer these question by briefly outlining how I attempt to design my course in cross-cultural education. In doing so, I will touch upon the objectives, structure, theoretical trends, models, perspectives and pedagogical strategies I use.

Course Objectives — A variety of research issues, themes, models, and strategies are incorporated into the course. The course helps the students to:

- examine their personal frames of reference of experiences and biases;
- develop a sense of appreciation for self and others;
- look beyond the confines of their immediate experiences and make connections to the wider society and its diversity;
- and similarly analyze and interpret their educational experiences from an integrated analysis of race, class, gender, and other aspects of social identities;
- understand the history of multicultural and antiracism education and their corresponding themes, terms and definitions;
- develop empathetic cultural sensitivity to the demographic changes and cultural diversity that continues to develop in Canada;
- gain an appreciation of the various immigrant groups' and Aboriginal Peoples' experiences with discrimination/oppression;
- prepare to meet the future challenges of teaching and the responsibilities of a diverse world; and
- consider how they can apply what they have learned.

My goal is to try to ensure that these objectives are met. Although the course involves a strong theoretical and conceptual basis, it also emphasizes a direct relationship between theory and practice.

Course Delivery — I design the course with several components to ensure maximum participation of students. I use a variety of pedagogical strategies that continue to reflect an antiracist approach to teaching. Students are asked continually to reflect personally and professionally on what they are learning and to critique their personal reactions to the themes, issues, concepts, and strategies introduced in the class. The course is highly interactive, incorporating techniques that encourage students, in a critical and sensitive way, to develop a "community" with each other. They should also incorporate information from the rich literature that is now proliferating in multicultural and antiracism education and connect with the racist and sexist issues etc. that emerge almost daily for some students.

Given the potentially controversial nature of some of the issues taught, at the beginning of the course, ground rules are developed to enhance participation of all students. Students are encouraged to question, to tease out the concepts, to ask for clarification, to express their opinions — even controversial ones and to demonstrate respect for each other's views and experiences. It is necessary to maintain a trusting and open climate in the classroom so that dialogue is possible. I am aware that some students may feel silenced by the discomfort they feel with the topic. I try to diversify my teaching style to make it more inclusive. Various teaching techniques include role-plays, individual and shared readings, critical discussions, simulations, working intensively in small groups, viewing and analyzing films, listening to speakers, writing research papers, reading critical reviews and group presentations. I keep an open door for students to meet with me if they need time for one-to-one.

Many students experience anxious moments as they work through the course content and process, particularly those areas that challenge their personal biases and paradigms conditioned by Eurocentric ideologies. For example, the following points often create some controversy: to acknowledge that Canadian society places values on social identities, that privilege and power relations exist, that Canada's immigration laws are considered by many to be discriminatory and racist, and that racism is rampant in our society. The willingness to shift paradigms is critical in antiracism education. Thus it is important to acknowledge the emotive and contentious nature of working in this field. In these instances, I work to keep the students open with one another and mindful of how their personal perspectives may affect how they might teach. I remind them to continue reflecting on their reactions to the facts, the literature and to each other.

Many times my role changes from being a professor in authority to a lecturer, to a listener, to a clarifier, to an interpreter of concepts/themes, to a mediator and care giver, as the course takes shape. As they leave the course, my hope is that they will gain the willingness to actualize the theories and practices of multicultural/antiracism education in their personal and professional lives. It is therefore my hope that this one course can make a difference in their lives. I know that it only scratches the tip of the iceberg and I am concerned that teachers and other professionals leave the university with little or no background in multicultural/antiracism education. Taking this course is a step in the right direction. ♀

(Laara Fitzner is an Assistant Professor teaching cross-cultural education in the Faculty of Education, University of Manitoba.)

Residential School to New Curriculum

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students will then become the leading educators in planning curriculum and other aspects of school life which respond to their individual needs.

I was fortunate to be able to conduct an individualized Master's level program, in which I did a practicum of a needs assessment survey of the perceived need for a Secondary Indian High School Teacher Education program. It was an honour and privilege as a First Nation woman to be given the opportunity to initiate the task of completing the first practicum program. The program was an avenue to overcome past 'residential fears' and to share the struggles for recognition, self-determination and social power for First Nation women. I have a specified role within the Aboriginal society. I must walk and talk that role with respect for all involved, yet at the same time I am expected to share the voice of the First Nation woman as 'grandmother'. I was able to find my place through what Rigney (1996) refers to as indigenous research. Indigenous research involves a deep, passionate and active commitment to and involvement in meeting holistic needs. It focuses on the experiences, ideas, traditions, dreams, interests, aspirations and struggles of First Nation people. The type of research, through the avenue of the practicum approach, gives voice to First Nation people.

The practicum was carried out in collaboration with the Saskatchewan Indian Federated College (SIFC) Department of Indian Education, the University of Regina Faculties of Education and Graduate Studies and Research. It consisted of a literature review, informational meetings, questionnaire field tests, sampling and data collection, data clearing/coding, analysis and report writing. Public relations interactions were carried out with the various First Nation Districts, Bands and Tribal Councils. This allowed us to share the goals of the SIFC and to enhance the quality of life and to preserve, protect and interpret the history, language and artistic heritage of First Nations.

Most of the difficulties experienced during the administration of the questionnaires were overcome by using an appropriate interpersonal approach sensitive to First Nation world views. Most research methodologies and protocols do not harmonize with First Nation perspectives. The First Nation worldview which links mental, physical, emotional and spiritual relations with the land had to be taken into consideration. The practicum provided an opportunity to experience a First Nation supportive and non-threatening work environment. In the interactions, I was responsible to the First Nation communities and their struggles for a voice in determining their future in education.

The practicum approach to a master level program provided an opportunity to deal effectively with the silent sufferings of the residential school life. The opportunity to work with First Nation people, to communicate within a familiar culture, and to work at personal healing while completing the educational task of a masters program was very important. The holistic view which includes the four aspects of life — mental, physical, emotional and spiritual — were vital to this learning experience. In the final analysis of this practicum, First Nation language, Indian studies and English were determined to be the three most important

subject areas. This reinforces the fact that First Nation people have a 'voice' that reflects a desire to be autonomous in maintaining their language and culture base within the educational system. SIFC focuses on this in their Mission Statement. One way of preserving the culture is to provide future teachers with the knowledge base and the teaching skills to impart this culture in the classroom.

In the midst of the fear of the unknown, the voice of a grandmother continues to silently speak, "The Creator gave you something to share, go and share it." What is to be shared, who is it to be shared with and why does it have to be shared? We are to share the 'good paths' of life's educational experiences to those who will listen, so that together we can better understand and acknowledge First Nation needs and plan accordingly. ♀

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The Challenge of Diversity in Quebec

► From Page 3

events seemed significant to them, to provide their own definition of their situations and to offer their thoughts and interpretations as they saw fit.

So far we have completed more than eighty interviews with students, faculty, and staff. The majority of these interviews have been conducted with members of the Concordia community; others interviews were from McGill University, Université de Montréal and Université du Québec à Montréal. We have had interviews with several members of the university community who have been involved with equity initiatives including the policy development over the last decade. The analysis of related policy documents has just been completed. The next and final step in this first phase is to analyse our findings in order to assess the overall campus climate for marginalized students, primarily at Concordia University. We are particularly interested in finding out how they are faring in their access to the University, how they see themselves and their concerns represented in curriculum and how pedagogical techniques have been conducive to their learning. These four elements have been identified by the Ontario Confederation of University Faculty Associations as the four components of educational equity (1992) and are consistent with Concordia University's Proposed Policy on Educational Equity (1993). We are also interested in assessing the experience of minority staff and faculty members by looking at professional climate, issues such as recruitment,

A Reply to Andrew Irvine

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My point, in light of these complications, is this: what could *ceteris paribus* possibly mean in practice? If women were disembodied minds, without social interests or political involvement or sexual desires, and if women had real equality of opportunity, then we could talk *ceteris paribus*. But as the old jazz tune goes, 'It ain't necessarily so'.

I can't leave Irvine's article alone without a last comment on his moral calculus, his way of determining how to distribute academic jobs. He claims it should be done on the basis of merit, presumably taking into account the special fields of knowledge required in order to deliver a balanced philosophical education, for example. Irvine wants us to believe that merit has been working just fine. University administrators and senior colleagues, driven by the "merit" principle and no other, Irvine hints, have been detecting intellectual worth wherever it can be found in the world, weighing it with exactitude, and appropriately rewarding it with appointments, promotions, tenure, scholarships and so on.

Irvine makes not one argument in support of this proposition. Surely he knows that systems for determining merit are frequently not properly implemented. They can be powerful political tools for getting friends and like-minded people in, and for keeping others out, Jill included. ♀

(Dr. Sandra Bruicaut is a lecturer/administrator in the Faculty of Education, University of British Columbia.)

Irvine, Andrew. Jack and Jill and Employment Equity." *Dialogue*, XXXV, 1996, 255-91.

support, retention, training, research, teaching and tenure.

The focus of the second phase, based on the findings of the first phase, will be on the design, development and testing of a diversity training model and a curriculum package for use by administrators and faculty members to help them acknowledge, value and promote diversity within their particular spheres.

We believe that this project is unique in its approach to educational equity. It takes into account the multidimensional approach to educational equity; it seeks to empower marginalized groups at universities, and, finally, it tries to move from mere access and acceptance of marginalized groups to their successful, and full membership in campus communities. Universities, as public institutions, must be responsive to the increasing diversification of our society. This diversification must be seen as a quality to be promoted. An inclusive university contributes to the advancement of knowledge, the prosperity of the work force and the creation of a just society. This project seeks to foster this process of inclusion. ♀

(Shahrazad Mojab is Assistant Professor in the Department of Adult Education, Community Development, and Counselling Psychology, Ontario Institute for Studies in Education/University of Toronto. Bluma Litrer is Associate Professor in the Department of Applied Social Science at Concordia University.)

The University Culture — Do you think the campus is accepting of and open to the cultural and social distinctiveness of minority students? "Not really. It is very easy for anyone who chooses to ignore minority women...it shouldn't be that easy, there should not even be a choice, because we are here to stay." — Excerpt from questionnaire.

Employment Equity Progress

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equity will be realized at glacial speed, if at all.

The comparison of strategies at Windsor and York suggests that an effective strategy requires the following elements:

- commitment and support of the senior administration;
- reporting to senior administration;
- monitoring of all academic status decisions at the decision-making level;
- monitoring of academic status processes by a body that has the authority to turn back a decision;
- monitoring of equity progress in the university and in individual academic units;
- employment equity and fair and equitable procedures embedded in the university by-laws and collective agreement;
- clearly defined steps in the appointments, renewal, promotion, and tenure processes;
- standardized procedures across the university;
- strong equity practitioners to represent the employment equity action strategy; and,
- the opportunity for equity discourse to enter into decision-making processes.

The other component of Windsor's action strategy — the development and monitoring of departmental future plans — is an essential element of the strategy if the current gains for women are to be maintained and if a diversified faculty is to be realized. Monitoring the academic status processes is by itself insufficient without information on the progress of hiring and retention in individual academic units, if we are to identify areas that are in difficulty. Too few retirements in an academic unit and/or small pools of women Ph.D.s in non-traditional areas are some of the barriers to achieving equity goals. The advantage of reviewing the goals of each academic unit is that future problems can be identified and solutions developed to meet these future problems. One other complementary initiative to the employment equity action strategy that addresses the problems of limited pools of Ph.D. candidates in disciplines or attracting women candidates is the University of Windsor Academic Career Award. This award is given to women and minority candidates pursuing a doctorate and who have obtained at least one degree from the University of Windsor. The award provides students with \$10,000 per year for a period of four years. Award recipients will assume tenure track positions after completion of the Ph.D. and are contractually committed to work at the University of Windsor for a minimum period of three years. The Academic Career Award was conceptualized as a two-pronged initiative: to contribute to educational equity (increasing the pools of women and minority Ph.D.s) and as a consequence, to employment equity. ♀

(Janice Drakich teaches in the Department of Sociology and Anthropology at the University of Windsor. Penni Stewart teaches in the Department of Sociology at York University.)

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Women in Post-Secondary

Each year, the CAUT Status of Women Committee publishes data on women in Canadian universities from the Postsecondary Education Section of Statistics Canada, which annually collects information from university administrations across the country. This year data are presented on the number and percent of women granted doctorate degree by major discipline, and the number and percent of women enrolled full-time in doctoral programs by discipline, for the years 1993-94 through 1995-96. In addition, the most recent data available are included for the number and percent of women in full-time university faculty positions. These figures are broken down by three types of appointment (tenured, leading to tenure, and contract) and are also presented for all full-time appointment types lumped together. The total also includes a small number of visiting and continuing faculty. The proportion of women and men in two types of full-time positions (contract, and those either in tenured or leading to tenure positions) is also shown graphically, broken down by rank. The graphs only include data for 1995-96, and data for universities in Quebec are not yet available for that year. ♀

Federal Contractors Program

The main objective of the Canadian Federal Contractors Program is to ensure that major contractors who do business with the Government of Canada achieve and maintain employment equity in their workforce. The program applies to contractors who employ at least 100 people and who wish to bid on federal contracts worth at least \$200,000. As a condition of their bid, these contractors must commit themselves to implementing employment equity and to achieving a fair and representative workforce. If employment equity measures are not created and implemented, the contractor may lose the opportunity to compete for future government business.

Forty-six universities and colleges are enrolled in the program. These include twenty-nine universities which have been awarded contracts. Of these, two are under first review, another six have been reviewed once and were found to be in compliance with the program, seven universities are currently under a follow-up review, and fourteen have completed a follow-up review and are still in compliance. ♀

FEDERAL CONTRACTORS PROGRAM — CONTRACTS AWARDED

UNDER FIRST REVIEW

Saint Mary's, Memorial

IN COMPLIANCE (First Review Completed)

Mt. St. Vincent, TUNs, McGill, UQAM, York, Victoria

UNDER FOLLOW-UP REVIEW

Concordia, Waterloo, Windsor, Simon Fraser, École Polytechnique, Western Ontario, Saskatchewan

STILL IN COMPLIANCE

Dalhousie, UNB, Carleton, McMaster, Queen's, Ryerson, Guelph, Ottawa, Toronto, Manitoba, Calgary, UBC, Alberta, Laval

FEDERAL CONTRACTORS PROGRAM — NO CONTRACTS AWARDED

Regina, Trent (both universities are certified)

Le Comité du statut de la femme de l'ACPPU publie chaque année des données sur les femmes dans les universités canadiennes. Ces données proviennent de la Section de l'éducation postsecondaire de Statistique Canada. Cette année, les données sont présentées selon le nombre et la proportion des femmes ayant obtenu un doctorat par discipline principale et selon le nombre et le pourcentage de femmes inscrites à temps plein dans des programmes de doctorat par discipline, des années 1993-1994 à 1995-1996. Ces statistiques comprennent également les données les plus récentes sur le nombre et la proportion de professeurs à temps plein. Ces données sont ventilées selon trois sortes de postes (pémanents, menant à la permanence et contractuels) et sont en outre présentées pour toutes les sortes de postes à temps plein confondus. Un petit nombre de professeurs invités et de titulaires d'une nomination continue sont

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WOMEN GRANTED DOCTORATE DEGREES BY MAJOR DISCIPLINE, 1993-96

DISCIPLINE	1993-94 DOCTORATES		1994-95 DOCTORATES		1995-96 DOCTORATES	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Education	200	55.0	201	54.6	187	53.7
Fine & Applied Arts	13	56.2	12	40.0	16	40.0
Humanities	167	45.1	155	40.7	155	39.2
Social Sciences	253	42.9	261	42.5	295	42.7
Agricultural & Bio. Sc.	109	28.6	126	29.0	151	34.2
Engineering & App. Sc.	44	8.2	44	7.4	63	9.4
Health Professions	168	42.1	161	39.6	158	38.7
Mathematics & Phys. Sc.	92	15.5	122	17.8	115	17.3
TOTAL ALL DISCIPLINES	1060	32.2	1099	30.9	1165	31.4

WOMEN ENROLLED IN FULL-TIME DOCTORAL PROGRAMS BY DISCIPLINE, 1993-96

DISCIPLINE	1993-94 PHD STUDENTS		1994-95 PHD STUDENTS		1995-96 PHD STUDENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Arts & Science (General)	190	63.8	241	58.5	-	-
Education	1119	61.0	1166	62.8	1256	64.8
Fine & Applied Arts	128	52.0	143	53.0	162	55.7
Humanities	1716	47.5	1809	48.6	1870	49.7
History	437	56.4	303	42.9	240	43.0
Library Science	159	57.9	156	55.2	16	59.3
English	275	40.6	456	57.2	421	57.7
French	16	51.6	200	57.3	112	67.5
Other Modern Languages	264	56.5	276	58.6	233	60.2
Philosophy	144	32.0	154	32.4	109	30.0
Religion & Theology	179	36.4	191	37.0	138	33.5
Other	202	53.4	213	56.2	502	49.3
Social Sciences	2160	47.0	2302	48.2	2518	48.4
Anthropology	158	61.7	169	61.9	140	68.6
Area Studies	18	48.7	18	43.9	14	40.0
Business & Commerce	181	33.3	187	34.7	125	37.0
Economics	97	21.5	107	22.7	88	22.9
Geography	51	35.2	125	34.3	116	38.4
Law	114	32.6	36	41.4	19	39.6
Environmental Studies	27	35.1	59	31.7	44	39.6
Political Science	182	31.1	200	33.3	184	37.9
Psychology	994	66.6	1015	67.6	779	67.6
Social Work	33	54.1	41	60.3	52	74.3
Sociology	276	52.4	306	54.9	240	58.7
Other	29	39.7	39	43.3	-	-
Agricultural & Bio. Sc.	792	35.1	764	35.4	845	37.2
Agriculture	164	28.2	169	29.6	106	31.5
Biochemistry	80	35.4	88	38.3	61	35.1
Biology	302	35.1	274	33.4	229	35.4
Botany	44	43.6	41	47.1	40	49.4
Household Sciences	75	70.1	71	71.0	54	65.9
Veterinary Sciences	44	36.4	50	39.4	51	41.8
Zoology	76	31.2	62	30.1	59	30.6
Other	7	41.2	9	50.0	-	-
Engineering & App. Sc.	418	11.5	417	11.6	421	12.3
Architecture	11	27.5	11	27.5	-	-
Forestry	41	25.0	36	23.2	21	16.5
Chemical Engineering	53	14.6	62	16.4	44	16.9
Civil Engineering	73	10.5	75	13.0	41	11.5
Electrical Engineering	83	8.6	85	8.8	53	8.6
Mechanical Engineering	66	9.9	61	9.2	39	9.8
Other Engineering	91	10.5	87	10.4	14	11.6
Health Professions	998	45.3	1065	46.8	1075	46.4
Dentistry	10	29.4	8	25.0	12	34.3
Medicine	741	42.4	789	44.2	16	43.2
Nursing	38	97.4	51	96.2	49	98.0
Pharmacy	49	40.5	44	35.8	45	39.8
Rehabilitation Medicine	15	75.0	15	75.0	5	100.0
Other	145	59.7	158	60.8	310	44.1
Mathematics & Phys. Sc.	702	19.1	718	20.1	742	20.8
Chemistry	275	24.2	280	25.4	245	29.1
Computer Science	82	15.5	83	15.8	65	16.3
Geology	57	13.7	60	15.3	72	19.9
Mathematics	127	20.3	133	21.6	90	17.9
Physics	124	15.0	123	15.3	81	14.2
Other	37	27.4	39	28.7	-	-
TOTAL PHD ENROLLMENT	8223	36.8	8646	38.1	9161	39.6

NOTE: In both tables above, total includes a number of doctoral degrees or students for which the disciplines are not known, nor listed.

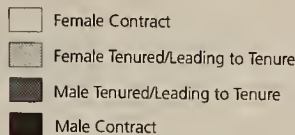
SOURCE: Statistics Canada, Postsecondary Education Section, Unpublished data.

Education

compris dans le total. La proportion des femmes et des hommes occupant les deux sortes de postes à temps plein (contractuels et les postes permanents ou menant à la permanence) est illustrée à l'aide d'un graphique et ventilée selon le rang. Les graphiques ne comprennent que les données de 1995-1996. Les données pour les universités du Québec ne sont pas encore disponibles pour cette année.

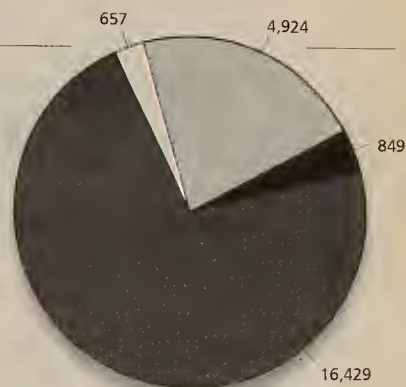
En ce qui concerne le Programme de contrats fédéraux, 46 universités et collèges ont reçu une attestation de conformité au programme. En vertu du Programme de contrats fédéraux, les universités doivent s'engager à mettre en oeuvre l'équité en matière d'emploi pour obtenir des contrats du gouvernement fédéral. Le fédéral a accordé des contrats à 29 universités dont deux sont actuellement sous examen pour la première fois. De ce nombre, six ont prouvé leur conformité avec le programme après une première vérification. En ce moment, sept universités subissent un examen de suivi et quatorze ont prouvé leur conformité avec le programme après un examen de suivi. ♀

FULL-TIME FACULTY BY GENDER, TYPE OF APPOINTMENT AND RANK, 1995

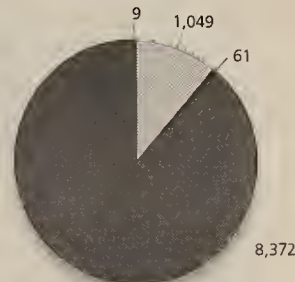


NOTE: The 1995 data for Canada (23,039 total) include a number of theological and other campus colleges. Data for universities in Quebec and data for the 180 visitors & continuing appointments are not included.

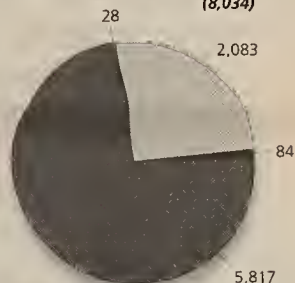
SOURCE: Statistics Canada, Postsecondary Education Section. Unpublished data.



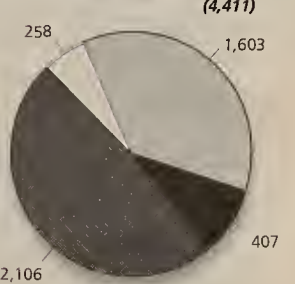
FULL PROFESSORS (9,512)



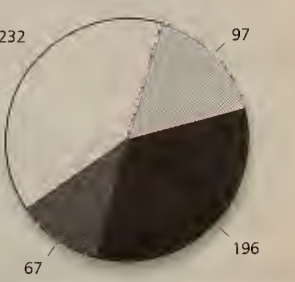
ASSOCIATE PROFESSORS (8,034)



ASSISTANT PROFESSORS (4,411)



LECTURERS (640)



FULL-TIME UNIVERSITY FACULTY BY TYPE OF APPOINTMENT, GENDER & INSTITUTION, 1995

UNIVERSITY	TENURED		LEADING TO TENURE		CONTRACT		ALL APPOINTMENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
NF Memorial	145	21.9	34	36.2	17	30.9	197	24.1
PE UPEI	13	11.9	25	45.5	7	36.8	45	24.6
NS Acadia	37	23.0	15	44.1	6	40.0	58	27.6
Sainte-Anne	11	42.3	2	33.3	4	44.4	17	40.5
Dalhousie	103	25.6	38	56.7	24	42.1	165	31.4
Mt. St. Vincent	68	55.7	20	71.4	4	44.4	96	58.9
NSCAD	-	-	-	-	17	42.5	17	42.5
TUNS	1	1.5	4	17.4	0	0.0	5	5.5
St. Francis Xavier	24	19.4	16	44.4	8	40.0	48	26.7
St. Mary's	30	17.9	17	36.2	1	20.0	49	22.1
Cape Breton	14	19.2	6	66.7	4	30.0	23	25.0
NB Mt. Allison	14	14.7	7	33.3	4	40.0	25	19.8
UNB	76	18.6	54	42.5	8	33.3	149	25.2
Moncton	56	23.0	23	52.3	10	55.6	89	29.1
Shippagan	10	50.0	2	28.6	1	100.0	13	46.4
St. Louis Mallet	4	9.5	7	58.3	-	-	11	20.4
St. Thomas	12	21.8	3	37.5	7	46.7	22	28.2
PQ Bishop's*	21	20.4	2	28.6	-	-	23	20.9
CMR St. Jean*	3	7.3	0	0.0	2	28.6	5	9.4
McGill*	321	25.2	4	44.4	-	-	325	25.3
Montreal*	339	26.3	11	64.7	-	-	350	26.8
École Polytechnique*	15	6.7	2	18.2	-	-	17	7.2
UQAM*	251	26.8	-	-	-	-	251	26.8
Laval*	243	17.6	11	52.4	-	-	254	18.1
Sherbrooke*	98	17.1	8	47.1	-	-	106	18.0
Concordia*	209	26.5	23	48.9	-	-	232	27.8
ON Brock	61	23.0	21	46.7	5	83.3	87	27.5
Carleton	127	19.9	30	52.6	15	50.0	172	23.8
Guelph	96	16.4	39	47.6	6	37.5	143	20.9
Lakehead	36	16.7	15	34.9	4	80.0	55	20.8
Laurentian	54	23.0	19	33.3	20	57.1	93	28.4
Algoma	5	17.9	0	0.0	0	0.0	5	13.9
Hearst	5	50.0	2	100.0	-	-	7	58.3
McMaster	63	12.6	23	45.1	13	59.1	99	17.2
Ottawa	153	23.2	75	49.7	18	60.0	246	29.2
St. Paul	2	6.3	7	22.6	0	0.0	9	13.9
Queen's	97	17.1	40	44.0	23	63.9	162	23.3
Toronto	210	17.6	79	42.0	146	47.6	435	25.8
OISE	43	26.1	19	54.3	-	-	42	34.1
Trent	23	23.8	9	69.2	2	66.7	54	27.4
Waterloo	76	11.7	39	39.4	9	20.5	131	16.1
Western	90	13.7	49	43.0	56	47.9	197	22.1
King's	3	7.9	9	39.1	1	100.0	13	21.0
Windor	84	20.1	31	60.8	5	55.6	121	25.3
York	227	24.9	91	59.1	13	43.3	333	30.2
Wilfrid Laurier	32	16.1	24	42.9	21	53.9	77	26.1
RMC	7	5.0	0	0.0	3	7.3	10	5.5
Ryerson	140	31.6	28	43.8	7	41.2	175	33.4
Nipissing	9	23.7	4	33.3	7	38.9	20	29.4
MB Brandon	14	13.5	5	33.3	2	11.8	21	15.4
Manitoba	111	15.2	56	41.2	30	56.6	197	21.4
Winnipeg	39	21.6	10	38.5	2	33.3	67	27.5
SK Saskatchewan	87	15.1	32	45.5	12	40.0	133	19.7
St. Thomas More	3	17.7	2	50.0	2	50.0	7	28.0
Regina	50	18.3	18	30.0	10	50.0	78	22.1
Campan	2	15.4	-	-	2	100.0	4	26.7
AB Alberta	208	20.4	64	44.4	-	-	272	23.4
Calgary	153	20.5	49	40.5	12	42.9	214	23.9
Lethbridge	32	19.5	17	47.2	4	26.7	59	25.7
Augustana	3	6.8	7	43.8	0	0.0	11	17.7
BC UBC	204	17.8	93	41.2	25	56.8	322	22.7
Simon Fraser	75	16.1	53	48.2	15	45.5	143	22.6
Victoria	102	20.4	65	57.5	14	70.0	181	28.6
UNBC	5	14.7	36	42.4	-	-	41	34.5

NOTE: "All Appointments" includes the other three listed categories, plus "visitors" and "Continuing."

- 0 No women with this appointment type
- No men or women with this appointment type
- * Data for 1994

SOURCE: Statistics Canada, Postsecondary Education Section. Unpublished data

Les minorités et l'équité : qui écoute ou qui s'en soucie?

Par Linda Paul

La présente édition du supplément du Comité du statut de la femme de l'ACPPU traite de deux sujets très différents. Le premier porte sur les préoccupations des minorités dans les universités canadiennes. Le deuxième s'attarde aux nuances de sens qui se reflètent dans les statistiques illustrant la proportion des femmes dans le milieu universitaire canadien.

La notion de minorité est multidimensionnelle et présente de nombreux aspects. Le Comité du statut de la femme de l'ACPPU reconnaît que les femmes universitaires représentant d'autres races que celle de la majorité blanche ont sans l'ombre d'un doute des expériences différentes, une vision du monde et des points de vue différents qu'il importe de partager. De même, il est nécessaire que les personnes des deux sexes et d'origine euro-canadienne écoutent attentivement ces auteures, qu'elles réfléchissent sur les conséquences de leurs paroles, qu'elles entendent leur voix et qu'elles ajoutent foi à leur vécu et à leur point de vue.

En règle générale, nous avons invité ces femmes à choisir leur sujet. Rochelle Yamagishi par exemple, qui vient de terminer son doctorat à l'Université de l'Alberta, dénonce la situation qui fait d'elle «l'autre» dans la vie de tous les jours à l'université et dans la collectivité. C'est une situation déshumanisante et enrageante, qui perturbe de manière insidieuse et qui peut survenir en tout temps. D'autre part, Swani Vethamany-Globus traite de son expérience en tant que femme universitaire et minoritaire dans le domaine des sciences. Bien qu'elle ne soit pas nécessairement à l'aise avec le fait qu'on la distingue des autres femmes en raison de la race, elle se penche sur les multiples pressions qui ont inhibé sa vie d'universitaire, sur les barrières qui se sont dressées devant elle tout au long de sa carrière universitaire.

Blain Favel, chef de la fédération des nations indiennes de la Saskatchewan, a déclaré récemment que l'implantation de l'école résidentielle était une expérience traumatisante et l'événement le plus nuis-

ble que la société canadienne ait fait subir aux peuples des premières nations. Dans un article fort à-propos, Yvonne McLeod décrit la peur et la douleur que le système scolaire a fait naître en elle lorsqu'elle était enfant. Nous apprenons comment une éducation non désirée et dispensée à distance a pu avoir des con-



Laara Fitznor

séquences sur des grands-parents ou des parents autochtones qui ont parfois transmis à leurs enfants, fréquentant actuellement le système scolaire, la peur ou la méfiance qui en ont résulté. Les enfants doivent donc surmonter un obstacle supplémentaire. Pourtant, Yvonne McLeod est venue à bout des souffrances passées en évoluant dans un milieu universitaire qui a satisfait à ses besoins en tant qu'étudiante autochtone. Ses travaux ont pour but d'aider à formuler un meilleur modèle scolaire pour les générations futures d'étudiants autochtones.

Laara Fitznor discute de la valeur et de l'importance d'une éducation multiraciale et multiculturelle. Bien



Rochelle Yamagishi

que ses cours s'adressent aux étudiants en arts et en sciences de l'éducation, elle estime néanmoins que leur application est plus étendue. Elle vise à aider les futurs enseignants à vaincre leurs préjugés sociaux envers les Canadiens non majoritaires et à surmonter des obstacles possibles en classe pour que l'enseignement devienne une expérience inclusive et agréable pour tous et toutes.

Pour ce faire, nous devons écouter les nombreux étudiants, employés et professeurs appartenant aux groupes minoritaires du milieu universitaire. Shahrzad Mojab et Bluma Litner partagent ainsi des aspects de leur projet de recherches en cours.



Patti Doyle-Bedwell

Elles en sont à leur deuxième année de travaux et elles interrogent des personnes des groupes minoritaires sur leur situation à l'université. D'autres chercheurs et chercheurs pourraient réagir à ce projet et l'assimiler à fond.

Si le personnel et les étudiants n'en sont pas conscients, Patti Doyle-Bedwell leur montre avec émotion, passion et concision comment le racisme peut presque détruire l'âme d'une personne, d'un peuple. Comme elle l'affirme avec force, l'enseignement à partir de différentes perspectives est nécessaire et doit être accepté. Elle ajoute sa voix à celles des autres auteures du présent supplément. La théorie postmoderne sug-



Swani Vethamany-Globus

gère d'ailleurs de nombreuses perspectives qui sont valables dans le milieu universitaire, que l'on devrait écouter et comprendre.

Que ce soit pour les femmes en général ou pour les femmes mino-

ritaires en particulier, l'opinion, les perspectives et la vision globale des minorités ethniques sont valables et enrichissent la masse des connaissances qui élargit notre expérience d'apprentissage. Enfin, les deux derniers articles portent sur des statistiques. Par tradition, les pages 10 et 11 donnent des statistiques à jour sur l'emploi des femmes et des hommes dans les universités canadiennes. En outre,



Sandra Bruneau

Sandra Bruneau examine et désapprouve l'article de Andrew Irvine, publié en 1996 et intitulé «Jack and Jill and Employment Equity». À l'inverse d'Irvine, elle croit profondément que les programmes d'action

positive ne devraient pas être abandonnés dans les universités canadiennes. Elle discute du principe selon lequel toutes autres choses sont égales et suggère fortement qu'il ne soit pas considéré comme vrai dans la vie des femmes universitaires.

Pour terminer, Janice Drakich et Penni Stewart se penchent sur les pratiques et les politiques d'embauchage, principalement dans leur université respective. Il semble

que les méthodes et les stratégies d'équité en matière d'emploi de l'Université de Windsor soient un modèle exemplaire à suivre par les universités canadiennes. Leur comparaison de l'équité en ma-



Shahrzad Mojab

tière d'emploi montre les avantages et les inconvénients des diverses méthodes.

Nous vous offrons, à vous lecteurs, lectrices, des variations sur nos thèmes pour que vous y réfléchissiez, les assimiliez ou les utilisiez. ♀



Bluma Litner

(Linda Paul, rédactrice en chef, enseigne au collège Luther et au département de géographie de l'Université de Regina. Elle est membre du Comité du statut de la femme de l'ACPPU.) J'aimerais remercier tout spécialement Jennifer Mather, qui a lu et révisé les articles soumis, ce qui n'est pas une mince tâche, et Jennifer Bankier, qui a aidé à communiquer avec les collaboratrices et à trouver le matériel nécessaire au supplément. Je suis très reconnaissante de leur appui. — nldr



ANNONCES CLASSÉES

track appointments at the Assistant Professor level beginning July 1, 1997. Salary will depend on the qualifications and experience of the successful applicants and are available for a PhD degree or be nearing completion of this degree, with evidence of research accomplishments and potential experience in teaching and supervision. Applicants must be prepared to undertake graduate level work with preference for the following areas: Database Systems, Multimedia Systems, Distributed Computing, and Software Engineering. All areas will be considered. Applicants must be prepared to actively pursue research and supervise graduate students. The faculty offer the BSc, MSc and PhD degrees and has 12 faculty positions with 550 undergraduates and 50 graduate students. The University of New Brunswick is committed to the principle of Employment Equity. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please direct all inquiries to: Dr. W. David Wason, Dean, Faculty of Computer Science, University of New Brunswick, P.O. Box 4400, Fredericton, NB E3B 5A3 (phone: (506) 453-4556, Fax: (506) 453-2566, E-mail: wdw@unb.ca). Closing date for applications: May 15, 1997.

UNIVERSITY OF WATERLOO - Department of Computer Science. The University of Waterloo invites applications for a faculty position in computer science or in a related field in the general area of computational molecular biology. The successful candidate is expected to participate in research in computational biology and teach up to four courses annually. A PhD in Computer Science, or equivalent, is required, with evidence of outstanding research accomplishments in either computational biology or algorithm design more generally. The candidate is expected to have a strong theoretical background and have experience in implementation. Suitable candidates interested in a one-year appointment may also be considered. Rank and salary will be commensurate with experience. The Department of Computer Science comprises over 40 full-time faculty members. The Department is a key participant in the Information Technology Research Centre (ITRC), a Provincial Centre of Excellence that supports basic and applied research in information technology. Excellent facilities, laboratories, and computing facilities, in addition to attractive salary and staff, provide a productive work environment. Please see <http://math.uwaterloo.ca/CS/Dept/> for further information about the Department. Candidates who have already sent applications to the Department in response to our earlier advertisement to fill tenure-track positions need only send a message to cs@uwaterloo.ca indicating that their application should also be considered for this position. Applications from other candidates should include a curriculum vitae and the names and email addresses of three referees. The application should be directed to the Chair, Professor Frank Tompa, Department of Computer Science, University of Waterloo, Waterloo, Ontario, Canada N2L 2G1; cs@uwaterloo.ca. Candidates should ask those named as referees to provide support letters to the same address. The positions are expected to commence during the 1997 calendar year, and applications will be accepted until April 30, 1997. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents with respect to a definite term appointment. Qualified Canadians and non-Canadian holding positions at other institutions may apply as visiting professors. The University of Waterloo encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

possibilities of the position will include didactic and clinical teaching and other related duties in the Dental Hygiene program. The successful candidate will have a proven record of research and be expected to carry out an independent research program. The appointment will be in the Department of Oral Health Sciences and opportunities exist for collaborative interaction with multidisciplinary research groups. Applicants must hold a Dental Hygiene diploma and/or degree, and a Master's degree in Dental Hygiene or related field. The University of Alberta is a research-intensive, full-service university with an enrollment in excess of 29,000 students. The Faculty of Medicine and Oral Health Sciences is a multidisciplinary faculty comprising 370 full-time faculty members. Research endeavours are going forward in numerous areas of basic, as well as clinical and applied research in the Oral Health Sciences and in Medicine. We are searching for a faculty member who will complement our existing strengths in scholarly teaching and research and our broadened mission within the faculty and the university. Edmonton, Alberta is a modern dynamic metropolis with a population of approximately 700,000 that boasts world class cultural and artistic opportunities as well as recreational and sporting activities. Applicants are required to forward their curriculum vitae, a brief statement of research interests, an outline of teaching experience, and the names and addresses of three referees to: Professor E. Edgington, Chair, Selection Committee, Department of Oral Health Sciences, 2032 Dentistry Building, University of Alberta, Edmonton, Alberta, T6G 2N6. Applications will be reviewed commencing June 1, 1997. The University of Alberta is committed to the principle of employment equity. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

THE UNIVERSITY OF WESTERN ONTARIO - The Department of Computer Science and the Faculty of Communications and Open Learning. Invites applications for a full-time probationary (tenure-track) faculty appointment at the rank of Assistant Professor. This position is a shared appointment between the two units. Candidates should have a PhD in Computer Science, Information Science, or related discipline, and show evidence of strong research and academic excellence in teaching. The successful candidate will bring enthusiasm, academic strength, and the ability to work collaboratively to help build the new faculty of Communications and Open Learning, one which takes as its scholarly domain the role and impact of information, media, and communications in the lives of individuals and in society. At the same time, the successful candidate will strengthen the area of multimedia systems or human-computer interaction within the Department of Computer Science. Teaching duties will include the development and delivery of courses in multimedia, information systems, and/or intelligent information systems both for the Computer Science Program and for the new multidisciplinary program in Media, Information and Technology in the Faculty of Communications and Open Learning. Since some classes will include students with varying levels of computer science expertise, the ideal candidate will have the ability to relate to students who may or may not have a technical background. The Computer Science Department comprises 17 regular faculty and offers BSc, MSc, and PhD degrees in Computer Science. Its in-house state-of-the-art computing environment consists of 20 workstations and research facilities for graphics and imaging, parallel computing, distributed computing, multimedia, text processing, AI and vision, and computing facilities for the handicapped. The Faculty of Communications and Open Learning comprises 24 regular faculty members and offers B.A., M.A., MEd, and PhD degrees. The University of Western Ontario, located in London, Ontario, offers an attractive campus with many activities. London offers a reasonable cost of living coupled with many of the amenities of a large city as well as convenient access to the metropolitan areas of Toronto and Windsor/Detroit. Applications should be sent as soon as possible, and no later than May 30, 1997. The effective date of appointment is September 1, 1997 or whenever the position is filled. Applications including a curriculum vitae and the names and addresses of three referees should be sent to: Dr. Sylvia Osborn, Acting Chair, Department of Computer Science, The University of Western Ontario, Middlesex College, London, Ontario, Canada N6A 5B7. Positions are subject to budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

DENTAL HYGIENE

THE UNIVERSITY OF ALBERTA, Faculty of Medicine and Oral Health Sciences, invites applications for a full-time, tenure-track assistant or associate position in Dental Hygiene. Res-

earch and clinical teaching and other related duties in the Dental Hygiene program. The successful candidate will have a proven record of research and be expected to carry out an independent research program. The appointment will be in the Department of Oral Health Sciences and opportunities exist for collaborative interaction with multidisciplinary research groups. Applicants must hold a Dental Hygiene diploma and/or degree, and a Master's degree in Dental Hygiene or related field. The University of Alberta is a research-intensive, full-service university with an enrollment in excess of 29,000 students. The Faculty of Medicine and Oral Health Sciences is a multidisciplinary faculty comprising 370 full-time faculty members. Research endeavours are going forward in numerous areas of basic, as well as clinical and applied research in the Oral Health Sciences and in Medicine. We are searching for a faculty member who will complement our existing strengths in scholarly teaching and research and our broadened mission within the faculty and the university. Edmonton, Alberta is a modern dynamic metropolis with a population of approximately 700,000 that boasts world class cultural and artistic opportunities as well as recreational and sporting activities. Applicants are required to forward their curriculum vitae, a brief statement of research interests, an outline of teaching experience, and the names and addresses of three referees to: Professor E. Edgington, Chair, Selection Committee, Department of Oral Health Sciences, 2032 Dentistry Building, University of Alberta, Edmonton, Alberta, T6G 2N6. Applications will be reviewed commencing June 1, 1997. The University of Alberta is committed to the principle of employment equity. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

DRAMA EDUCATION

UNIVERSITY OF VICTORIA - Department of Arts in Education. Applications are invited for a two-semester drama in education class offered in the elementary teacher education program from September 1997 to April 1998. General qualifications: advanced degree in Drama/Theatre Edu-

cation, or equivalent, awareness of current drama pedagogy, and successful elementary drama classroom teaching experience. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Victoria is an university course work, and three letters of reference. Applications should be received by May 15, 1997, addressed to Dr. B. A. Hanley, Chair, Department of Arts in Education, University of Victoria, P.O. Box 3010, Victoria, B.C. V8W 3K4. FAX: 250-721-6589; email: bhanley@uvic.ca

EARTH & OCEAN SCIENCES

UNIVERSITY OF VICTORIA - School of Earth and Ocean Sciences. Three-year term position in Climate Dynamics/Physical Oceanography. A three year term position at the Assistant Professor level is available in the School of Earth and Ocean Sciences, University of Victoria. The successful applicant will be expected to teach undergraduate courses in the area of Introductory Atmospheric Sciences and Physical Oceanography as well as graduate courses in the area of Ocean and Climate Dynamics and Numerical Modelling. The successful applicant will have the opportunity to interact with graduate students and research associates in the School and will be expected to develop collaborations with the Canadian Centre for Climate Modelling and Analysis on campus. Significant computer research will be expected to be successful applicants. Applicants must have a PhD and demonstrated research experience in the area of climate dynamics and physical oceanography. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. However, if suitable international applicants cannot be found, other individuals will be considered. The University of Victoria is an employment equity employer and encourages applications from women, aboriginal peoples, visible minorities and persons with disabilities. A curriculum vitae and the names and addresses of three referees should be sent by April 30, 1997 to Dr. Chris Barnes, Director, School of Earth and Ocean Sciences, University of British Columbia, 6339 Stores Road, Vancouver, B.C. Canada, V6T 1Z4, by May 15, 1997.

UNIVERSITY OF BRITISH COLUMBIA - Fisheries Oceanography. The Department of Earth and Ocean Sciences, University of British Columbia, invites applications for a tenure-track position at the Assistant Professor level beginning in January 1998. Duties include teaching undergraduate and graduate courses, supervising graduate students and developing a strong research program. The candidate should have a PhD in Oceanography or Fisheries, preferably a post-doctoral experience, and have demonstrated the potential to undertake interdisciplinary research towards an improved understanding of the underlying oceanographic and climate change processes governing natural fluctuations in fish abundance in the ocean. Significant computer resources will be made available to build systems models using large physical and biological data sets and also incorporate long term climate change aspects. The successful candidate will be expected to develop research programs in collaborative studies of the northeast Pacific fisheries. UBC welcomes all qualified applicants, especially women, aboriginal peoples, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. However, if suitable Canadian applicants cannot be found, other individuals will be considered. The University of Victoria is an employment equity employer and encourages applications from women, aboriginal peoples, visible minorities and persons with disabilities. A curriculum vitae and the names and addresses of three referees should be sent by April 30, 1997 to Dr. Chris Barnes, Director, School of Earth and Ocean Sciences, University of British Columbia, 6339 Stores Road, Vancouver, B.C. Canada, V6T 1Z4, by May 15, 1997.

UNIVERSITY OF VICTORIA - School of Earth and Ocean Sciences. Three year term position in Climate Dynamics/Physical Oceanography. A three year term position at the Assistant Professor level is available in the School of Earth and Ocean Sciences, University of Victoria. The successful applicant will be expected to teach undergraduate courses in the area of Introductory Atmospheric Sciences and Physical Oceanography as well as graduate courses in the area of Ocean and Climate Dynamics and Numerical Modelling. The successful applicant will have the opportunity to interact with graduate students and research associates in the School and will be expected to develop collaborations with the Canadian Centre for Climate Modelling and Analysis on campus. Significant computer resources will be made available to build systems models using large physical and biological data sets and also incorporate long term climate change aspects. The successful candidate will be expected to develop research programs in collaborative studies of the northeast Pacific fisheries. UBC welcomes all qualified applicants, especially women, aboriginal peoples, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. However, if suitable Canadian applicants cannot be found, other individuals will be considered. The University of Victoria is an employment equity employer and encourages applications from women, aboriginal peoples, visible minorities and persons with disabilities. A curriculum vitae and the names and addresses of three referees should be sent by April 30, 1997 to Dr. Chris Barnes, Director, School of Earth and Ocean Sciences, University of British Columbia, 6339 Stores Road, Vancouver, B.C. Canada, V6T 1Z4, by May 15, 1997.

ASSISTANT PROFESSOR POLITICAL SCIENCE

The University of Calgary invites applications for a tenure stream appointment in political science at the assistant professor rank, in the field of strategic studies and international relations. This position will commence September 1, 1997, and candidates will be required to have a PhD in political science at the time of appointment. The successful candidate will be expected to teach courses in strategic studies and international relations, and will have an active research agenda. Salary will be commensurate with qualifications.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity. The closing date for applications is May 15, 1997.

Applicants should arrange the forwarding of three letters of reference, a letter of application, and a curriculum vitae to:

Dr. Ronald C. Keith,
Head, Department of Political Science,
The University of Calgary,
2500 University Drive, N.W.,
Calgary, AB T2N 1N4
Fax: (403) 282-4773
e-mail: rkeith@acs.ucalgary.ca

THE UNIVERSITY OF CALGARY
www.ucalgary.ca

**University of Alberta
Edmonton**

Department of Organizational Analysis

Faculty of Business

The Department of Organizational Analysis, Faculty of Business, University of Alberta, invites applications for several full-time tenure-track positions at the rank of Assistant Professor. Applications are welcome from all traditional areas including: OB, HR, OMT, BPS, SBE, TIM. The positions are subject to budgetary approval. A PhD is required or the candidate should be at the completion stage of his/her degree. The Business Faculty is able to offer competitive salaries through market supplements. Appointments are normally effective July 1, 1998, although January 1, 1999 would be considered. Applications will be accepted until the positions are filled.

Send resume to:
Dr. Ray Rasmussen, Chair
Department of Organizational Analysis
University of Alberta, Edmonton, Alberta
Canada T6G 2R6, Fax: (403) 492-7971
E-mail: ray.r@ualberta.ca The department homepage is located at: <http://www.bus.ualberta.ca/depts/oa/>

The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

Memorial University of Newfoundland EXECUTIVE DIRECTOR School of Continuing Education

Memorial University of Newfoundland invites applications and nominations for the position of Executive Director of the School of Continuing Education. The School is comprised of three major units: Open Learning, Academic and Media Services, and Educational Development and Marketing.

The School of Continuing Education offers degree credit, certificate credit and non-degree courses throughout Newfoundland and Labrador, with 16,000 enrolments in 300 courses annually. Adult certificate courses are offered through the Centre for Personal and Professional Development in areas such as computers, languages, communications, media and the arts. The School has provided continuing education services to the province for over 25 years, and is widely recognised as a leader in distance education. Using the latest developments in technology, the School enables learners through the province to access courses and information which would otherwise be unavailable to them.

Candidates for this position must have proven credentials as an innovator, a leader in the implementation of educational technology, experience as change agent in the university context, extensive university teaching experience, a national and preferably international profile in distance education, a proven ability in attracting resources from outside agencies, and, finally, a commitment to alternative education.

Memorial University, the largest university in Atlantic Canada, is the only university in Newfoundland. It enrolls over 15,000 undergraduate and graduate students in seven faculties and seven schools. Its main campus is located in St. John's, a unique city of great charm.

The appointment will take effect on July 1, 1997 or as soon as possible thereafter, but no later than September 1, 1997. Written nominations or applications, the latter accompanied by a resume and the names of five referees, should be submitted on or before May 15, 1997 to:

Dr. Jaap Tuijnman
Vice-President (Academic) and Pro Vice-Chancellor
Memorial University of Newfoundland
St. John's, NF, Canada A1C 5S7
Telephone: (709) 737-8248; Fax: (709) 737-2074
E-mail: tuijnman@morgan.ucs.mun.ca

In accordance with Canadian Immigration requirements, preference will be given to Canadian citizens and permanent residents. Memorial University is committed to the principles of employment equity and welcomes applications from all qualified candidates.

**University of Alberta
Edmonton**

AltaRex Professor of Tumor Immunology Faculty of Pharmacy & Pharmaceutical Sciences

Applications are invited for this prestigious professorship in the Nougaim Institute of Pharmaceutical Oncology Research. The current salary range reflects the level of appointment, and is competitive with other Canadian Universities.

The applicant must have a PhD degree, and an established record of achievement in tumor immunology. Individuals with an expertise in the application of molecular biology approaches to the development of immunologically-based diagnosis and therapy are of particular interest. This is primarily a research appointment with a requirement for at least 75% of time devoted to research. The identified candidate must be willing to submit an application under the terms and conditions governing the MRC/Industry or the NSERC/Industry Chair Program.

The successful applicant is expected to provide leadership and maintain an active research program through extramural funding to complement established research programs in the Institute and in the Faculty. Members of the Institute are active in the design, synthesis, delivery and application of novel cancer therapies.

The Faculty has 430 undergraduate and 60 graduate students. The University of Alberta has about 29,000 students. Excellent opportunities exist for collaborative research with other disciplines within the Faculty or the University at large, as well as outside the University.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applications should be received prior to June 1, 1997 and should include a complete curriculum vitae, a description of research interests and the names and addresses of three referees and be submitted to:

Dr. R.E. Moskalyk, Dean
Faculty of Pharmacy and Pharmaceutical Sciences
3118 Dentistry/Pharmacy Centre
University of Alberta
Edmonton, Alberta T6G 2N8
e-mail: richard.moskalyk@ualberta.ca

The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities and members of visible minorities.

CLASSIFIEDS

EARTH SCIENCES

UNIVERSITY OF WATERLOO - Earth Sciences. Applications are being accepted for a tenure-track faculty position in the Department of Earth Sciences at the University of Waterloo at the rank of Assistant (preferred) or Associate Professor. The successful candidate will have a PhD with research interests in igneous, metamorphic, economic or structural geology, crustal processes, or tectonics. Duties will include teaching at the undergraduate and graduate levels, and development of an active research program involving graduate students. The Department is one of the

largest geoscience departments in Canada, with approximately 30 regular and research faculty members and substantial undergraduate and graduate student enrolments. The undergraduate program focuses on providing a firm geological background as the foundation for streams specializing in geology, environmental geology, geophysics, hydrogeology, and geochemistry. Both M.Sc. and PhD degrees are offered. Current graduate research topics span a broad range of the geosciences, with emphasis on hydrogeology and low-temperature geochemistry, but also including Quaternary geology and paleoclimatology, sedimentology, stratigraphy, environmental geophysics, rock mechanics, and other fields.

Salary will be commensurate with experience. The position is available July 1, 1997. The closing date for applications is May 16, 1997. In order for an applicant to be complete, a curriculum vitae of the candidate, the names of at least three referees are required. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native people, and persons with disabilities. This appointment is subject to the availability of funds. Applications should be sent to: Dr. Mario Gosselin, Department of Earth Sciences, University of Waterloo, Waterloo, Ontario, N2L 3G1.

EDUCATION

UNIVERSITY OF SASKATCHEWAN - The Department of Educational Foundations is seeking applications for a twelve-month term appointment in the department's Indian and Northern Education unit. Rank and salary depend on qualifications and experience. The position will be filled at the Lecturer or Assistant Professor level. A teaching certificate and experience in K-12 school is desirable. The successful candidate will join others in the department whose major responsibilities are in the area of Aboriginal and cross-cultural education. Responsibilities include responsible for teaching graduate and undergraduate courses, working with Aboriginal communities, and pursuing research in areas of his or her interest. Department members are expected to apply in accordance with immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principles of employment equity. Applications should be sent to the Head of Department, Department of Educational Foundations, College of Education, University of Saskatchewan, 28 Campus Drive, Saskatoon, SK S7N 0X1. (Fax: 306-966-7021). Applications will be accepted on July 1, 1997. Closing date for applications: May 15, 1997.

SIMON FRASER UNIVERSITY - The Faculty of Education, invites applications for a tenure-track position in First Nations Education starting September 1, 1997. Applicants will be made the assistant professor or associate professor rank. Candidates must hold or be near completion of a PhD or the equivalent in First Nations education or a related discipline by the time of appointment. The prospective appointee should show strong promise as a researcher, and be prepared to be active in current faculty programs in First Nations Education, including off-campus teacher education and masters degree programs. The successful candidate will contribute to the University's education at the graduate and undergraduate level as well as in the presence of Professional Development Program. Successful teaching experience with First Nations (Indigenous) and ability to work effectively as a member of a team, are extremely important. Effective work in First Nations community-based teaching and program development are highly desirable. Experience in B.C. First Nations education would be an asset. Applicants should forward a letter of application indicating teaching and research interests, a transcript of doctoral courses, title and abstract of dissertation (if proposed), a list of references, and a curriculum vitae. The names and addresses of three referees to: Dr. Robin Barrow, Dean of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6 (phone: (604) 291-3144, Fax: (604) 291-4576). Applications will be received until April 30, 1997. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Simon Fraser University is committed to the principle of employment equity, and is actively seeking applications from persons of First Nations ancestry for this position.

THE UNIVERSITY OF MONTREAL - The Faculty of Education, requires applications for a tenure-track position in the area of research and teaching in the field of multicultural education. The successful candidate will be responsible for teaching and research in the field of multicultural education, and will contribute to the development of innovative approaches to pedagogy. Teaching duties will include collaborative development and delivery of courses within a new undergraduate program on Media, Information and Technology in the Faculty of Communications and Open Learning as well as teaching within the Faculty of Education. Expertise is expected in mediated teaching and learning as well as literature (bilingual, audio, and visual) in the context of multimedia. Interested candidates should send a curriculum vitae and the names and addresses of three referees to: Dr. Allen Pearson, Dean, The Faculty of Education, The University of Montreal, Montreal, Quebec, H3T 1N6. The closing date for applications is June 30, 1997. This position is subject to budget approval in accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Montreal is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, Aboriginal peoples, and persons with disabilities.

THE UNIVERSITY OF MONTREAL - The Faculty of Education, requires applications for a tenure-track position in the area of research and teaching in the field of multicultural education. The successful candidate will be responsible for teaching and research in the field of multicultural education, and will contribute to the development of innovative approaches to pedagogy. Teaching duties will include collaborative development and delivery of courses within a new undergraduate program on Media, Information and Technology in the Faculty of Communications and Open Learning as well as teaching within the Faculty of Education. Expertise is expected in mediated teaching and learning as well as literature (bilingual, audio, and visual) in the context of multimedia. Interested candidates should send a curriculum vitae and the names and addresses of three referees to: Dr. Allen Pearson, Dean, The Faculty of Education, The University of Montreal, Montreal, Quebec, H3T 1N6. The closing date for applications is June 30, 1997. This position is subject to budget approval in accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Montreal is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, Aboriginal peoples, and persons with disabilities.

ENGINEERING

THE UNIVERSITY OF CALGARY, Department of Mechanical Engineering, is seeking an Assistant Professor (tenure-track) to teach at the undergraduate and graduate levels in both Mechanical and Manufacturing Engineering. Candidates should have a PhD in Mechanical Engineering for a related field and expertise in the area of mechanics and design. Industrial and teaching experience will be an asset, and a research interest in one or more mechanical design areas (e.g. a Biomechanical, solid mechanics, intelligent design or design for manufacture) would be an additional advantage. The position is effective July 1, 1997. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity. The University offers a full career assistance program for spouses. Applicants should submit an up-to-date curriculum vitae, a list of references, and a letter of intent by April 30, 1997, to: Professor G.T. Reader, Head, Department of Mechanical and Manufacturing Engineering, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4.

ROYAL MILITARY COLLEGE OF CANADA - Electrical and Computer Engineering. Assistant Professor. Applications are invited for two, two-year term (renewable) positions at the Assistant Professor level beginning July 1, 1997. Subject to availability of funding. Responsibilities: teaching in English and French in one of the areas of Computer and Data Communications, Digital Systems, Machines and Mechanisms, and Administrative and Management Sciences. Qualifications: an earned doctorate in one of the above areas; fluency in both English and French and a reasonable research record. Salary: Assistant Professor, \$33,584 to \$53,834 per annum. Applications should be sent to the Dean of the Faculty of Engineering, Royal Military College of Canada, Ontario, Canada, K7L 5L6. The closing date for applications is the 1st of June 1997, in accordance with Canadian immigration requirements, priority will be given in the first instance to Canadian citizens and in the second instance, to landed immigrants and permanent residents of Canada. The Royal Military College of Canada is a bilingual and bicultural university. This position is offered equally to men and women. Successful candidates will receive a verbal offer of appointment and a written offer of appointment. The offer of appointment is subject to a verbal offer of appointment and a written offer of appointment. The offer of appointment is subject to a verbal offer of appointment and a written offer of appointment.

EDUCATIONAL PSYCHOLOGY

UNIVERSITY OF ALBERTA - The Department of Educational Psychology, University of Alberta, invites applications for a tenure-track position in the area of research and teaching in the field of educational psychology. The successful candidate will be responsible for teaching and research in the field of educational psychology, and will contribute to the development of innovative approaches to pedagogy. Teaching duties will include collaborative development and delivery of courses within a new undergraduate program on Media, Information and Technology in the Faculty of Communications and Open Learning as well as teaching within the Faculty of Education. Expertise is expected in mediated teaching and learning as well as literature (bilingual, audio, and visual) in the context of multimedia. Interested candidates should send a curriculum vitae and the names and addresses of three referees to: Dr. Rick Hersh, Director, Winnipeg Education Centre (B.Ed. program), 15 Chester St. Winnipeg, MB R2L 1W6. The University of Manitoba encourages applications from all qualified individuals including women, members of visible minorities, Aboriginal peoples, and persons with disabilities. The advertisement is directed to Canadian citizens and permanent residents.

EDUCATIONAL PSYCHOLOGY

UNIVERSITY OF ALBERTA - The Department of Educational Psychology, University of Alberta, invites applications for a tenure-track position in the area of research and teaching in the field of educational psychology. The successful candidate will be responsible for teaching and research in the field of educational psychology, and will contribute to the development of innovative approaches to pedagogy. Teaching duties will include collaborative development and delivery of courses within a new undergraduate program on Media, Information and Technology in the Faculty of Communications and Open Learning as well as teaching within the Faculty of Education. Expertise is expected in mediated teaching and learning as well as literature (bilingual, audio, and visual) in the context of multimedia. Interested candidates should send a curriculum vitae and the names and addresses of three referees to: Dr. Rick Hersh, Director, Winnipeg Education Centre (B.Ed. program), 15 Chester St. Winnipeg, MB R2L 1W6. The University of Manitoba encourages applications from all qualified individuals including women, members of visible minorities, Aboriginal peoples, and persons with disabilities. The advertisement is directed to Canadian citizens and permanent residents.

Send your ads via e-mail!
mazz@caut.ca

Université d'Ottawa • Faculté d'éducation

La Faculté d'éducation de l'Université d'Ottawa recherche les services d'un professeur ou d'un professeur en psychopédagogie avec un intérêt pour l'éducation des adultes. Il s'agit d'un poste conduisant à la permanence. Préférence sera donnée aux candidates et aux candidats admissibles au rang de professeur agrégé.

- Qualifications :**
- 1. Doctorat en éducation ou l'équivalent.
 - 2. Spécialisation en enseignement et apprentissage de préférence reliée à l'éducation des adultes.
 - 3. Desser actif de recherche.
 - 4. Une expérience dans l'enseignement élémentaire / secondaire et/ou auprès d'adultes sera un atout.
 - 5. Connaissance passive de l'anglais ou disponibilité pour l'atteindre avant la permanence.

- Fonctions :**
- 1. Enseignement dans le domaine de la psychopédagogie, notamment en éducation des adultes aux programmes de 2e et 3e cycles. La candidate ou le candidat devra également pouvoir enseigner au premier cycle.
 - 2. Recherche dans le domaine spécifié.
 - 3. Supervision de thèses de MA et de Ph.D.
 - 4. Supervision de la pratique à l'enseignement.
 - 5. Collaboration avec les partenaires du milieu éducatif.
 - 6. Participation aux activités universitaires.

Contexte de travail : La candidate ou le candidat choisi doit être disposé à oeuvrer dans le domaine de l'éducation en langue française en Ontario.

Rang et salaire : Selon les titres, les qualités et l'expérience en conformité avec la convention collective.

Entrée en fonction : le 1er juillet 1997

Conformément aux stipulations de la loi canadienne sur l'immigration, ou, poste est offert aux citoyens et aux résidents du Canada. L'Université d'Ottawa a une politique d'équité en matière d'emploi. Le poste sera comblé sous réserve des disponibilités budgétaires. Seuls les candidats(e)s invités(e)s pour une entrevue recevront un accusé de réception.

Prise de l'annuaire par le candidat(e) pour l'immigration, ou, poste est offert aux citoyens et aux résidents du Canada. L'Université d'Ottawa a une politique d'équité en matière d'emploi. Le poste sera comblé sous réserve des disponibilités budgétaires. Seuls les candidats(e)s invités(e)s pour une entrevue recevront un accusé de réception.



SCHOOL OF LAW

CHAIR OF LAW

Ref 16184

Applications are invited for appointment to a Chair of Law, Professor A.R. Blackshield currently holds another Chair in the School.

The School of Law seeks to foster a strong academic environment for the study of law as an intellectual discipline, open to a wide range of theoretical and cross-disciplinary perspectives and linked to the legal and wider communities. The approach to the study of law is broadly based and interdisciplinary and emphasises analysis of the legal order in its historical and contemporary context. The School offers the LLB degree (through the combined degree programs of BA LLB, B.Com LLB, LLB and BSc LLB) and a part-time graduate LLB degree for external students, all accredited for purposes of admission to legal practice. The appointee will be expected to participate fully in the development and teaching of the external program, but previous experience in distance education is not essential. At the postgraduate level, the School offers PhD and LL.M. degrees by research and coursework degrees in Environmental and Local Government Law and Media, Technology and the Law and is reviewing its range of offerings with a view to expansion.

Applicants must have a postgraduate qualification or the equivalent in research experience. They must demonstrate a record of leadership in teaching, research and scholarship, widely recognised contributions to contemporary legal scholarship and a substantial record in publication, a breadth of knowledge and interest across a range of areas comprised in the study of law, demonstrated leadership and management skills and the interest and ability to represent the School and the University in the wider community. Enquiries: Head, School of Law (61 2) 9550 7055 Salary: Level E \$A81,780 per annum.

The University reserves the right to invite applications for any position, to leave the Chair unfilled, or to make enquiries of any persons regarding the candidates suitability for appointment.

Applications, including full curriculum vitae and quoting the reference number, visa status, and the names and addresses of three referees, should be forwarded to the Recruitment Manager, Personnel Office, Macquarie University, NSW 2109 Australia by 1 May 1997. Applications will not be acknowledged unless specifically requested.

Women are particularly encouraged to apply Equal Employment Opportunity and No Smoking in the Workplace are University Policies.

31400

AUSTRALIA'S INNOVATIVE UNIVERSITY

Queen's University at Kingston

Department of German

The Department of German invites applications for a one-year non-renewable position, with the possibility of one additional year, at the rank of Assistant Professor, to commence July 1, 1997. The successful candidate will be expected to teach courses in beginners' German, Cultural History and 20th-century literature.

The University is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal peoples, persons with disabilities, gay men and lesbians. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Letters of application, curriculum vitae, other appropriate materials and three letters of reference should be sent to: Dr. William C. Reeve, Head, Department of German, Queen's University, Kingston, Ontario K7L 3N6; tel: (613) 545-2072; fax: (613) 545-6522. The closing date for applications is May 20, 1997.

EXECUTIVE DIRECTOR

UNIVERSITY OF REGINA FACULTY ASSOCIATION

URFA is the certified collective bargaining representative for faculty, laboratory instructors, librarians and ESL teachers at the University of Regina and the Federated Colleges of Luther, Campion and the Saskatchewan Indian Federated College (SIFC) and administrative, professional and technical employees at the University of Regina and the Saskatchewan Indian Federated College (SIFC). URFA currently negotiates and administers contracts for seven certified bargaining units.

THE EXECUTIVE DIRECTOR will be responsible for management of the Association's office and assisting elected Officers in the provision of services to members and in policy development. Member services include: collective agreement administration, education programmes, dispute resolution, collective bargaining, and analysis of post-secondary trends and issues.

QUALIFICATIONS of the Executive Director should include university graduation and excellent skills in analysis and presentation of information. Previous experience with negotiations and collective agreement administration would be a substantial asset, as would a knowledge of labour legislation, Canadian universities and their operation.

COMPENSATION will include a salary based upon the faculty scale, commensurate with experience and qualifications, plus an excellent benefits package.

THE STARTING DATE for this position is July 1, 1997.

APPLICATIONS, including the names of three references should be submitted by April 30, 1997 to:

Sam Saokaran, Chair
University of Regina Faculty Association
Room 122, Campion College
Regina, Saskatchewan S4S 0A2
Tel: (306) 595-4378 Fax: (306) 595-5208

URFA is committed to the principle of Employment Equity.

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ANNONCES CLASSÉES

curriculum vitae et les noms de trois références ainsi que des copies de publications à l'adresse suivante: Dr. Y.T. Chen, Chef du Département de génie électrique et informatique, Université de l'Ontario, 100, rue de la Courbe, Kingston, Ontario, Canada, K7K 5L6. La date limite pour la soumission des demandes est le 1er juin 1997. Les copies des lettres d'immigration canadienne, on donnera priorité en premier lieu aux citoyens canadiens et en deuxième lieu aux immigrants admissibles et aux résidents permanents du Canada. Le Collège de l'Ontario du Canada est une université multilingue. On offre d'emploi soit également applicable aux hommes, qu'aux femmes. You can obtain an English version of this advertisement by communicating with Dr. Y.T. Chen.

DAUNHISE UNIVERSITY POLYTECHNIC — Computer Engineering. The Department of Electrical Engineering, of the Daunhise University Polytechnic (formerly Technical University of Nova Scotia) invites applications for a tenure-track faculty position as the Assistant or Associate Professor level in the area of Computer Engineering. Duties include undergraduate and graduate teaching, significant research activities, graduate thesis supervision, and some administrative duties. The candidate must have an earned doctorate in Electrical or Computer Engineering, be eligible for registration as a Professional Engineer, and have a genuine interest in teaching and a demonstrated research plan in an area of Computer Engineering. Previous teaching experience in software, microprocessors, computer architecture, structured programming, system analysis and design, real-time systems, and computer communications and computer networks is preferred. Industrial experience would be an asset. The interested candidate should apply as early as possible by January 1998. Applications, including a curriculum vitae and the names of three references, should be submitted to Dr. W. Robertson, Chair of the Search Committee, Department of Electrical Engineering, Dalhousie University, Polytechnic, formerly Technical University of Nova Scotia, P.O. Box 8000, Halifax, Nova Scotia Canada B3J 2X4. Applications and queries may be sent by e-mail to blr@dal.ca. In accordance with Canadian Immigration Regulations, priority will be given to Canadian citizens and permanent residents of Canada. This is committed to the principle of employment equity and encourages applications from all qualified persons, including women, aboriginal peoples, people with disabilities and visible minorities.

UNIVERSITY OF OTTAWA — Faculty of Engineering, Department of Electrical and Computer Engineering. A two year contractually limited position in the area of electrical engineering expertise in electrical engineering (power engineering, electronics, etc.) and computer engineering is available in the Department of Electrical and Computer Engineering effective July 1st, 1997. Candidate must possess a doctorate in Electrical and Computer Engineering. Previous university teaching experience and the ability to teach in both French and English will be an important asset. The successful candidate will teach at least five (5) undergraduate courses and will be called upon to pursue scholarly activities in the area of specialization as well as to participate in departmental and university activities. Equity is University policy. The University strongly encourages applications from women. In accordance with Canadian immigration requirements, this advertisement is directed to the first instance to Canadian citizens and permanent residents. Applications: submit a letter of application, a curriculum vitae and the names of three references to Dr. E. Petru, PEng, Chairman, Department of Electrical and Computer Engineering, University of Ottawa, P.O. Box 450, Station A, Ottawa, Ontario, K1N 6G5, before May 1st, 1997. This position is subject to budgetary approval. Phone 857-ELG-003.

UNIVERSITÉ D'OTTAWA — Faculté de génie, Département de génie électrique et génie informatique. Statut: Un poste de professeur ou de professeur à contrat pour deux ans en génie électrique et plus précisément en systèmes électriques à forte puissance et en électronique. Entrée en fonction: 1er juillet 1997. Titus et qualités: Un doctorat en génie informatique ou en génie électrique. La capacité d'enseigner en français et en anglais ainsi que l'expérience en enseignement universitaire serait un atout. La tâche principale consiste à enseigner cinq cours de niveau universitaire, de poursuivre des activités savantes dans le domaine de spécialisation et de participer à celles du département et de l'université. L'université encourage l'emploi d'équité en matière d'emploi. Les femmes sont fortement encouragées à poser leur candidature. Conformément aux règles du Canada en matière d'immigration, note annonce s'adresse en premier lieu aux personnes ayant la citoyenneté canadienne ou le statut de résident permanent. Candidatures: prière de faire parvenir votre demande d'emploi, votre curriculum vitae et le nom de trois personnes après à l'adresse des références: M.E. Petru, directeur, PEng, Département de génie électrique et génie informatique, Université d'Ottawa, C.P. 450, succursale A, Ottawa (Ontario) K1N 6G5, avant le 1er mai 1997. Ce poste est sujet à l'approbation des fonds nécessaires. Poste 857-ELG-003.

THE UNIVERSITY OF WESTERN ONTARIO — The Department of Civil Engineering has established an international reputation in Wind Engineering as well as Geotechnical and Environmental Engineering. It receives a high level of funding from granting bodies such as NSERC combined with very strong industrial support through the Boundary Layer Wind Tunnel Laboratory and the Geotechnical Research Centre. In addition, the Department is active in the Centre for Construction Research. The University of Western Ontario. The Department invites applications for a tenure track position at the assistant professor level in wind engineering. Applicants should hold a PhD degree, be broadly based academically, and have a demonstrated ability to complement and expand the existing areas of expertise. Applicants should have a proven research record in wind engineering, experience in wind tunnel studies related to buildings, bridges, and other structures, excellent communication and teaching skills, and be eligible for registration as a professional engineer in Ontario. Past teaching or professional engineering experience is expected and will be an important consideration in the selection of the successful candidate. The successful applicant will be expected to develop a vigorous research activity, supervise graduate students, instruct in undergraduate and graduate courses, and participate in other educational or professional activities. Salary and rank will be commensurate with experience and proven record of excellence. Review of applications will begin on June 1, 1997. Apply applications, including curriculum vitae, statement of research objectives and the names of three references should be addressed to: Dr. A. K. Saw PEng, Chair, Department of Civil Engineering, The University of Western Ontario, London, Ontario, Canada N6A 5B5. Tel: (519) 661-2139. Fax: (519)

661-3779. Positions are subject to budget approval. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

THE UNIVERSITY OF WESTERN ONTARIO — The Department of Mechanical and Materials Engineering at the University of Western Ontario invites applications for a tenure-track faculty appointment in the areas of: Fluid Mechanics, Heat Transfer and Thermodynamics, Aerospace/Aeronautics, Associate Professor Level, Laser Materials/Processing, Associate Professor Level, Mechanical and Materials Engineering at Western is one of the largest engineering departments at Western. The dynamic faculty is highly research-oriented and enjoys excellent support from research granting agencies such as the Natural Sciences and Engineering Research Council and Provincial and Federal Centres of Excellence. Many of our faculty have international reputations for research excellence in Fluid Mechanics, Heat Transfer, Manufacturing and Materials Engineering. Applicants should hold a PhD degree, have a demonstrated ability to complement and expand the existing areas of expertise. They should have a proven research record, excellent communication and teaching skills, and be eligible for registration as a professional engineer in Ontario. Past teaching or professional engineering experience is expected and will be an important consideration in the selection of the successful candidate. The successful applicant must develop and pursue research activities in close collaboration with existing faculty, attract external research funding, supervise graduate students, instruct in undergraduate and graduate courses, and participate in other educational and professional activities. The successful candidate for the Fluid Mechanics, Heat Transfer and Thermodynamics position should have a proven research record and a well-based knowledge in computational methods. Preference will be given to the applicant with an expertise in aerodynamics, gas-dynamics, turbo machinery and the use of heat wave phenomena. The successful candidate for the Manufacturing position should have an excellent research record with a strong background in materials and manufacturing processes. Preference will be given to the applicant with an expertise in design for manufacturability, integrated product and process development, and manufacturing technology. The successful candidate for the Laser Materials/Processing position should have an in-depth knowledge in laser physics and a proven research record in the field of laser interactions with advanced materials. Preference will be given to candidates with expertise in materials joining, dicing and in computer controlled consolidation of materials. The appointment will be "joint" with the Integrated Manufacturing Technology Institute now located at The University of Western Ontario. Salary and rank will be commensurate

with experience and proven record of excellence. Applications will be accepted until June 30, 1997 or until the position is filled. The desired starting date would be September 1, 1997. Applications should include: curriculum vitae, statement of research objectives and the names of three references should be addressed to: Professor I.O. Ibarra, Chair (Ibarra@uwo.on.ca), Department of Mechanical and Materials Engineering, Faculty of Engineering Science, The University of Western Ontario, London, Ontario, Canada N6A 5B5. (519) 661-2139, Fax (519) 661-3000. Positions are subject to budget approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

UNIVERSITY OF NEW BRUNSWICK — Geodesy and Geomatics Engineering. The University of New Brunswick, Fredericton campus, commencing July 1, 1997, Applicants should have a demonstrated interest in undergraduate and graduate teaching and research in the areas of remote sensing, image processing, and geospatial information systems. Applicants will have an MSc/PhD degree and a relevant doctorate, and should also have considerable experience in industry. Applicants must be eligible for registration as a Professional Engineer in the province of New Brunswick. The successful applicant will be expected to provide a academic and administrative leadership in the department in accordance with Canadian immigration requirements. This advertisement is directed to Canadian citizens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity. A detailed Curriculum Vitae including a complete list of publications and the names of three references should be sent prior to April 15, 1997 to the Chair, Department of Geodesy and Geomatics Engineering, University of New Brunswick, P.O. Box 4000, Fredericton, NB E3B 5A3.

UNIVERSITY OF NEW BRUNSWICK — Department of Civil Engineering. Applicants are invited for a tenure-track position in the Department of Civil Engineering, University of New Brunswick, Fredericton, New Brunswick, at the Assistant Professor level commencing August 1, 1997, or when the position is filled. The Department is searching for teaching and research expertise in the area of geotechnical engineering. Candidates should have completed a PhD degree and be eligible for registration as a Professional Engineer in the Province of New Brunswick, and have a commitment to teaching, research and the engineering profession. The successful candidate will be expected to teach undergraduate courses in the areas of soil mechanics, foundation engineering, and earth structures, to assist in the teaching of other engineering courses at the undergraduate level, and to contribute to the Geological Engineering

Program. He or she will teach graduate courses in geotechnical engineering, will engage in research in geotechnical engineering, and will provide guidance to graduate students in the geotechnical field. Candidates must present evidence of their ability to establish a strong program of research, provide excellent leadership in undergraduate and graduate teaching and supervision, collaborate with colleagues in the geotechnical field and across the University, and be actively involved with the engineering community. Evidence of practical experience in the geotechnical field would also be an asset. Applicants with a curriculum vitae and the names of three references are to be sent to: Dr. Dale I. Bray, Chair, Department of Civil Engineering, University of New Brunswick, P.O. Box 4000, Fredericton, NB, E3B 5A3. Fax: (506) 453-5555. The closing date for applications is June 1, 1997. The University of New Brunswick is committed to the principle of employment equity. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The position is subject to final budgetary approval by the University.

UNIVERSITY OF SASKATCHEWAN — The Department of Agricultural and Bioscience Engineering. University of Saskatchewan, invites applications for a permanent post-year (October to April 15) position as Assistant Professor starting October 1, 1997. Qualifications include a Masters degree in Agricultural and Bioscience Engineering, however, candidates with suitable experience and a Bachelor's degree in Engineering or Agriculture will be considered. The successful applicant will have a experience with prime agricultural production systems and a strong

commitment to excellence in teaching. The incumbent will be expected to instruct degree and diploma students in one or more of the following areas related to engineering in agriculture: power and machinery systems, metal fabrication, building construction, processing of agricultural materials, electricity and electronics, and livestock production systems. To apply, submit a letter of application outlining teaching interests and relevant experience, a resume, and the name, address and telephone numbers of three people who may be contacted for references. Deadline for applications is until a suitable candidate can be found. Submit documents to: Ernest M. Barber, Professor and Head, Department of Agricultural and Bioscience Engineering, University of Saskatchewan, 57N Campus Drive, Saskatoon, Saskatchewan S7N 5A3; Telephone: (306) 966-5305; Fax: (306) 966-5334. E-mail: barber@usask.ca. The University of Saskatchewan is committed to employment equity. Members of designated groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications.

LAKEHEAD UNIVERSITY — The Department of Electrical Engineering at Lakehead University, invites applications for a probationary (tenure-track) appointment at the rank of Assistant Professor from electrical engineers with a PhD in one of the following areas: communication systems, communication networks or circuit design. The successful candidate will be expected to (1) carry out externally funded research, (2) be dedicated to engineering education and work effectively with colleagues in the Department, (3) be able to teach some of undergraduate courses in the areas of (but not exclusively) analog and digital communication systems, wireless communications, computer networks for communications, fibre-optic communication networks and systems, satellite communication systems, and (4) supervise undergraduate project students. The successful candidate should have a BSc degree in electrical engineering, (3) be prepared to become a licensed Professional Engineer. The position is subject to final budgetary approval. Interested applicants should

effectively with colleagues in the Department. The successful candidate must be, or be qualified and prepared to become, a licensed Professional Engineer. This position is subject to final budgetary approval. Interested applicants should send a curriculum vitae, and the name, address and phone numbers of three references to: Dr. G. Loder, PEng, Dean, Faculty of Engineering, Lakehead University, Thunder Bay, Ontario, Canada, P7B 5E1. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Lakehead University is committed to employment equity and encourages applications from women, members of visible minorities, aboriginal peoples and persons with disabilities.

LAKEHEAD UNIVERSITY — The Department of Electrical Engineering at Lakehead University, invites applications for two probationary (tenure-track) appointments at the rank of Assistant Professor from electrical engineers with a PhD in one of the following areas: communication systems, communication networks or circuit design. The successful candidate will be expected to (1) carry out externally funded research, (2) be dedicated to engineering education and work effectively with colleagues in the Department, (3) be able to teach some of undergraduate courses in the areas of (but not exclusively) analog and digital communication systems, wireless communications, computer networks for communications, fibre-optic communication networks and systems, satellite communication systems, and (4) supervise undergraduate project students. The successful candidate should have a BSc degree in electrical engineering, (3) be prepared to become a licensed Professional Engineer. The position is subject to final budgetary approval. Interested applicants should



HEAD & PROFESSOR DEPARTMENT OF ELECTRICAL & COMPUTER ENGINEERING

Applications are invited for the position of Head in the Department of Electrical and Computer Engineering. Candidates must be qualified for an appointment at the rank of Professor and must have demonstrated excellence in research and/or professional practice in one or more fields within Electrical and/or Computer Engineering. High levels of competency in teaching and administration are required as is eligibility for registration as a Professional Engineer in the Province of British Columbia.

The successful candidate will have strong leadership capabilities to enable the Department to respond effectively to the excellent opportunities which exist in new program development (especially in Computer and Software Engineering), in building collaborative relations with a thriving information technology industry in British Columbia, and in fostering partnerships with educational, research and industrial organizations abroad (particularly in the Western United States and Asia Pacific), as well as within Canada.

The Department of Electrical and Computer Engineering, one of six engineering departments in the Faculty of Applied Science, currently has thirty-six faculty positions (some are joint appointments), including three research chairs funded by industry and the Natural Science and Engineering Research Council of Canada. The Department offers an undergraduate program in Electrical Engineering and in Computer Engineering, each with a voluntary co-operative education option, as well as graduate degree programs at the Master's and Doctoral levels. The undergraduate and graduate enrolments are approximately 400 and 180, respectively. The Department is a participant in the Interdisciplinary Centre for Integrated Computer Research, the Advanced Materials and Process Engineering Laboratory, and the Biotechnology Laboratory, all of which have state of the art facilities. Members of the Department are also partners in four national networks of excellence and research interests cover all important aspects of Electrical and Computer Engineering.

The position is available effective July 1, 1997. The University of British Columbia hires on the basis of merit and welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadians and permanent residents. Applications, accompanied by a curriculum vitae and four names of references, should be submitted by May 31, 1997 to:

Dean Axel Meisen, Ph.D., P.Eng.
Office of the Dean, Faculty of Applied Science
The University of British Columbia
2006 - 2324 Main Mall
Vancouver, B.C. Canada V6T 1Z4

Tel: (604) 822-6412; Fax: (604) 822-7006; E-Mail: meisen@unixg.ubc.ca

OMT Position - Department of Organizational Analysis

The Department of Organizational Analysis, Faculty of Business, University of Alberta, invites applications for a full-time, tenure-track OMT position at the rank of Associate or Full Professor. The position is subject to budgetary approval. A PhD is required, and the candidate should have achieved publications in top tier management journals. The Business Faculty is able to offer competitive salaries through market supplements. Appointments are normally effective July 1, 1997, although January 1, 1998 would be considered. Applications will be accepted until the position is filled.

Send resume to:
Dr. Ray Rasmussen, Chair
Department of Organizational Analysis
University of Alberta, Edmonton, Alberta
Canada T6G 2R6, Fax: (403) 492-7971
E-mail: ray.r@ualberta.ca. The department homepage is located at: <http://www.bus.ualberta.ca/depts/oa/>

The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

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ANNONCES CLASSEES

ing Multimedia curriculum development in both faculties and for the BA in Multimedia Studies which integrates design and production experience into the analysis of the cultural networks in which the media include themselves. UAB has recently joined other universities to participate in Canada's National Council of Excellence on multimedia education through the Telelearning Network led by Simon Fraser University. The Frederick S. Eaton Multimedia Learning Centre, slated for construction in 1998, will provide state-of-the-art facilities for the development of a new program. The University of Alberta is a member of the "Center for Innovation in Higher Education" consortium of innovators in higher education. Initial appointments for up to three years with the possibility of renewal. Shorter visiting appointments will be considered. Rank is open. Closing date for applications is May 30, 1997. For further information please contact the Chair of the Search Committee: Dr. Louis P. Vascotto, Vice-President (Academic), University of New Brunswick, P.O. Box 4400, Fredericton, N.B. Canada E3B 3A2. Vascotto@unb.ca; (506) 453-4801 fax: (506) 453-4908 or visit our university at <http://www.unb.ca> in accordance with Canadian immigration regulations, the advertisement is directed to Canadian citizens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity.

MUSIC

THE UNIVERSITY OF WESTERN ONTARIO — The Faculty of Music and the Faculty of Communications and Open Learning invite applications for a full-time position (tenure-track) faculty appointment at the rank of Assistant Professor, with a specialty in digital sound and multimedia. This position is a joint appointment between the two units. Candidates should have a PhD in Music, Library & Information Science, Computer Science, or related discipline, and show evidence of strong research potential and excellence in teaching. The ideal candidate will have the ability to teach concepts of digital sound both to Music students and to students without a strong musical background. The successful candidate will work collaboratively to develop and teach courses in digital sound and multimedia within the Music program as well as within the new program of Media, Information and Technology. At the same time, the successful candidate will bring enthusiasm, academic strength, and the ability to work collaboratively to help build the new Faculty of Communications and Open Learning, one which takes as its scholarly domain the role and impact of information, media, and communications in the lives of individuals and in society. An additional expertise in Popular Music would be an asset. Interested candidates should send a curriculum vitae and the names and addresses of three referees to: Dean Jeffrey Stokes, Faculty of Music, The University of Western Ontario, London, Canada, N6A 3K7. The closing date for applications is May 15, 1997. This position is subject to budget approval in accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — Music Applications are invited for a full-time track appointment in flute. The appointment will be at the rank of Lecturer or Assistant Professor.

Salary will be dependent on qualifications and experience. In accordance with the collective agreement, the date of appointment is August, 1997. Applicants should have completed a minimum of a master's degree in flute or equivalent, with strong performing and teaching qualifications, and have teaching experience in music theory and/or flute. Successful teaching experience at the University level is an asset. Duties will include undergraduate studio instruction in flute, with additional duties in woodwind methods, music theory and/or flute, and chamber music. Applicants should send a letter of application, curriculum vitae, a tape of a recent performance, and three letters of reference. Candidates with teaching experience should submit evidence of teaching effectiveness. All materials should be sent to: Search Committee, c/o Dr. Maurice Volk, Director, School of Music, Memorial University of Newfoundland, St. John's, NL, Canada, A1C 5S7. Closing date for receipt of applications is May 1, 1997. In accordance with Canadian immigration requirements, this ad is directed towards Canadian citizens and permanent residents of Canada. Memorial University is committed to employment equity.

NEUROLOGY

THE UNIVERSITY OF BRITISH COLUMBIA — The Division of Neurology and Neurodegenerative Disorders Center invites applications for a grant tenure-track position in the area of research of movement disorders. Preference will be given to those individuals whose research involves animal studies on neural transmission and animal models of movement disorders. The candidate should have a PhD in Neurology or related field, and a strong background in molecular genetics and neurophysiology. The successful applicant will be expected to develop a vigorous and independent animal and human research program in movement disorders. The incumbent will be expected to participate in all the clinical and teaching activities of the Division of Neurology. This position will be available from about July 1, 1997. Salary will be commensurate with qualifications and experience. Please submit a letter of application, a CV, a statement of areas of interest, and a list of references to: Dr. G.B.J. Mancini, Eric Hamber Professor and Head, UBC Department of Neurology, University of British Columbia, 550 W. 10th Avenue, Vancouver, B.C. V2Z 4E3. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities.

NEUROSCENCES

THE UNIVERSITY OF CALGARY — Department of Clinical Neurosciences and the Calgary Regional Health Authority invite applications for a full-time academic position at the Assistant Professor level for research, teaching and patient care. Qualifications include certification in Neurology with special experience and evidence of research potential in the field of HPA function in the nervous system. The selected candidate must complete successfully for external funding in the field of HPA function for Medical Research as a Clinical Investigator, and will have 75% of time protected for research. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity. Applications are invited from all qualified individuals including women, members of visible minorities, aboriginal peoples and persons with disabilities. This appointment is subject to the availability of funds.

of Clinical Neurosciences, The University of Calgary, 1403 - 29 Street NW, Calgary, AB, Canada T2N 1T3.

OCCUPATIONAL THERAPY

QUALSHOUSE UNIVERSITY — School of Occupational Therapy. Applications are invited for a full-time, probationary tenure-track position in the School of Occupational Therapy, Faculty of Health Professions, Dalhousie University, at the rank of Assistant Professor, commencing January 1, 1998. Responsibilities include teaching, research, scholarly work, administrative duties and the possibility of some fieldwork-related duties. Candidates with teaching experience and those who have doctoral qualifications, research experience/potential and at least two years of professional experience. Previous academic experience would be an asset. Salary will be commensurate with qualifications and experience. The appointment is subject to budgetary approval. Applications, together with curriculum vitae and the names of three referees, should be submitted to: Barbara O'Shea Professor and Director, School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia, Canada B3H 3J5. Phone: 902-484-8804 Fax: 902-484-1229; E-mail: barbara.osh@dal.ca. Dalhousie University is an Employer/Equal Opportunity Action Employer. The University encourages applications from qualified women, aboriginal people, racial/ethnic visible people, and persons with disabilities. Applications will be accepted until a suitable candidate has been identified. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

OPTOMETRY

UNIVERSITY OF WATERLOO — Optometry (School of Optometry). Applications are being accepted for two probationary term appointments at the Assistant/Associate level in the School of Optometry, University of Waterloo. The successful candidate will be expected to carry out research and to instruct in the School's professional, graduate and/or clinical programs. Preference will be given to candidates who have earned a PhD and demonstrated independent research capability in vision science, pharmacology or a related field. Salary is negotiable within a range commensurate with experience and qualifications. A letter of application, curriculum vitae and three confidential letters of reference should be sent by June 30, 1997, to: Dr. Jacob Sivik, Director, School of Optometry, University of Waterloo, Waterloo, Ontario, N2L 3G1. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples and persons with disabilities. This appointment is subject to the availability of funds.

ORAL HEALTH SCIENCES

THE UNIVERSITY OF ALBERTA, Faculty of Medicine and Oral Health Sciences, invites applications for a full-time, probationary tenure-track position in the following disciplines: combined Prosthodontics, Oral Surgery, Oral Medicine/Radiology, and Pediatric Dentistry. The appointments will be either tenure-track or full-time clinical at the level of Assistant Professor or above, commensurate with education and experience. The candidate will be expected to teach, supervise, and conduct research in their clinical qualifications, with given special consideration. Clinicians will be allowed one day per week for supplemental professional activities. The University of Alberta is a research-intensive, full-service University with an enrollment in excess of 29,000 students. The Faculty of Medicine and Oral Health Sciences is a multiprofessional faculty with approximately 370 full-time faculty members. Research endeavours are going forward in numerous areas of fundamental and applied research, as well as in clinical and applied research in the Oral Health Sciences and in Medicine. We are searching for faculty members who will complement our existing strengths in clinical scholarly study and research and our broadened mission within the faculty and the University. Edmonton, Alberta is a modern and dynamic city with a population of approximately 700,000 people, and boasts world class cultural and artistic opportunities as well as recreational and sporting activities. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applicants are requested to forward their curriculum vitae and the names and addresses of three referees by May 30, 1997 to: Dr. Wayne Robson, Associate Dean, Department of Oral Health Sciences, 3036 Dentistry Pharmacy Centre, University of Alberta, Edmonton, AB T6G 2N6. The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal people, persons with disabilities, and members of visible minorities.

PEDIATRIC DENTISTRY

UNIVERSITY OF SASKATCHEWAN — Full-time tenure track position at the rank of Assistant Professor available in the Division of Pediatric Dentistry, Department of Community and Pediatric Dentistry effective July 1, 1997. Duties will include the didactic and clinical instruction of undergraduate students at the preclinical and clinical level (research and some administration). A DODM degree from an ADA/CDA accredited dental school and a certificate in pediatric dentistry from an accredited ADA/CDA training program are required. Graduates should possess appropriate qualifications for licensure and certification as a specialist in Pediatric Dentistry in Saskatchewan. Opportunity for interannual private practice is available. The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. Please submit application complete with curriculum vitae and three letters of reference to: Dr. L. Korolk, Department Head, Community and Pediatric Dentistry, College of Dentistry, University of Saskatchewan, 105 Wiggins Road, Saskatoon, Canada, S7N 3G4. This position has been created for advertising at the two-tier level.

Applications are invited from qualified individuals, regardless of their immigration status in Canada.

PHARMACEUTICAL SCIENCES

UNIVERSITY OF ALBERTA — Applications are invited for two full-time tenure track positions in Pharmacology at the level of Assistant/Associate Professor. Applicants must have a PhD in the area of Pharmacology. Postdoctoral research, industrial and/or teaching experience would be desirable. Of particular interest are individuals with experience in dosage form design and/or drug delivery system development, particularly in the area of protein/drug delivery. The successful candidates are expected to develop an active research program in dosage form design and/or drug delivery system development. The University of Alberta is a research-intensive, full-service University with an enrollment in excess of 29,000 students. The Faculty has 415 undergraduate and 60 graduate students. The University of Alberta has 29,000 students. Excellent opportunities exist for collaborative research with other disciplines within the Faculty, University and outside the University. The University of Alberta is a research-intensive, full-service University with an enrollment in excess of 29,000 students. The Faculty has 415 undergraduate and 60 graduate students. The University of Alberta has 29,000 students. Excellent opportunities exist for collaborative research with other disciplines within the Faculty, University and outside the University. Edmonton is a city of approximately 500,000 people and is the provincial capital of Alberta. Theatre, arts, sports and outdoor activities are in ample supply. A comfortable, family lifestyle is available in Edmonton which is located approximately 3.5 hours by car from the Canadian Rockies in accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applications should include a complete curriculum vitae, a description of research and teaching interests and the names and addresses of three referees by May 30, 1997 and applications will be accepted until April 30, 1997. Dr. R.E. Moskalyk, Dean, Faculty of Pharmacy and Pharmaceutical Sciences.

Sciences, 3118 Dentistry/Pharmacy Building, University of Alberta, Edmonton, Alberta, Canada, T6G 2N6. Phone: (403) 492-0204. Fax: (403) 492-1843. Internet: moskalyk@pharm.ualberta.ca. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal people, persons with disabilities, and members of visible minorities.

UNIVERSITY OF ALBERTA — The Faculty has an immediate opening for a full-time, non-tenure track Canadian in Clinical Pharmacy at the level of Clinical Assistant Professor. The successful applicant will hold a joint appointment with the Capital Health Authority in Edmonton and will maintain a part-time clinical practice. Applicant should hold the PharmD or equivalent degree. A residency, fellowship or equivalent practice experience would be desirable and teaching experience would be an asset. The successful applicant will be expected to contribute to teaching in the Clinical/Therapeutics area, to the Clinical rotation program for senior students and to curricular development and coordination in the clinical area. The Faculty has 415 undergraduate and 60 graduate students. The University of Alberta has 29,000 students. Excellent opportunities exist for collaborative research with other disciplines within the Faculty, University and outside the University. Edmonton is a city of approximately 500,000 people and is the provincial capital of Alberta. Theatre, arts, sports and outdoor activities are in ample supply. A comfortable, family lifestyle is available in Edmonton which is located approximately 3.5 hours by car from the Canadian Rockies in accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applications should include a complete curriculum vitae, a description of research and teaching interests and the names and addresses of three referees by May 30, 1997 and applications will be accepted until April 30, 1997. Dr. R.E. Moskalyk, Dean, Faculty of Pharmacy and Pharmaceutical Sciences.

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In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. The University of Toronto's Employment Equity Policy is applicable to this position.

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complexity, and a genuine appreciation for issues in post-secondary education. See the detailed Position Profile at <http://www.uwindsor.ca/presidentialsearch>.

Applications should include a full curriculum vitae and the names of three referees; nominations should include a brief outline of the qualifications and accomplishments on the basis of which the individual merits consideration. Applications and nominations should be submitted to the address shown below. The Presidential Search Committee will begin the review of candidates in April 1997, with an anticipated appointment in the 1997-98 academic year. The terms of the appointment and compensation are negotiable. To ensure consideration, applications and nominations should be submitted by May 15, 1997. The search will continue until the position is filled.

The University of Windsor is committed to equity and diversity in the workplace and welcomes applications from Aboriginal persons, persons with disabilities, and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

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ANNONCES CLASSÉES

Successful candidate will bring enthusiasm, academic strength, and collaborative abilities to the new Faculty of Communications and Open Learning, one which takes as its scholarly domain the role and impact of information, media, and communications in the lives of individuals and in society. At the same time, the successful candidate will strengthen the area of the sociology of knowledge, media, and information within the Department of Sociology. Experience with qualitative methods is an asset. Teaching duties will include collaborative development and delivery of courses within a new undergraduate program on Media, Information and Technology in the Faculty of Communications and Open Learning as well as teaching duties in the Department of Sociology. Interested candidates should send a curriculum vitae and the names and addresses of three referees to: Chair, Recruitment Committee, Department of Sociology, The University of Western Ontario, London, Ontario, Canada N6A 5C2. The closing date for applications is May 15, 1997. The position is subject to budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

UNIVERSITY OF TORONTO at Mississauga, Department of Sociology invites applications for a contractually limited teaching appointment at the level of Assistant Professor for a three-year period. Applicants should have completed a PhD and provide evidence of experience in teaching and research. Duties include teaching the equivalent of two and one-half courses per academic year in research methods and in particular social survey techniques (to be used in the direction of research in the Hirsch Survey Research Centre). Competence in another area with a Crime and Deviance focus is an asset. Application: salary from \$38,100. Candidates should send a current curriculum vitae and a statement of teaching specializations and research interests, plus the names and addresses of three referees to: Professor D. Campbell, University of Toronto at Mississauga, Mississauga, Ontario L5S 4E5. Appointment effective August 1, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. In accordance with its employment equity policy, the University of Toronto encourages applications from qualified women, members of visible minorities, aboriginal peoples and persons with disabilities.

SOCIOLOGY & ANTHROPOLOGY
ALGOMA UNIVERSITY COLLEGE, Department of Sociology and Anthropology, invites applications for a tenure stream appointment at the Assistant Professor level. Applicants must hold a PhD and be prepared to teach a broad range of courses. Preference will be given to those candidates who can teach courses such as Crime and Punishment, Sociology of Law, Industrial Sociology, and Sociology of Women. The effective date of the appointment is 1 January 1998, subject to budgetary approval. In conformance with the requirement of Immigration law, priority will be given to Canadian citizens and permanent residents. Algoma University College encourages applications from qualified women and men, members of visible minorities, Native peoples, and persons with disabilities. Applicants should send a current curriculum vitae, with names, addresses, and phone numbers of three referees to: Dr. Linda Sorenson, Academic Dean, Algoma University College, 1520 Queen Street East, Sault Ste. Marie, Ontario P6A 2G4.

SPANISH
CONCORDIA UNIVERSITY — The Department of Classics, Modern Languages and Linguistics invites applications for one tenure-track position in Spanish at the rank of Assistant Professor effective August 15, 1997. Applicants must hold the degree of PhD and possess native or near-native fluency in Spanish and English and/or French. This position entails a significant commitment to research in the area of Spanish-American literature and culture. Familiarity with Spanish language pedagogy and Computer Assisted Language Learning techniques will be an asset. The candidate must be prepared to teach general courses in Spanish at all undergraduate levels. This position is subject to budgetary approval. In accordance with Canadian Immigration requirements, priority shall be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to employment equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons. All things being equal, women candidates will be given priority. Deadline for applications is April 30, 1997. Please send a letter of application with curriculum vitae and three letters of reference to: C. Vallin, Acting Chair, Department of Classics, Modern Languages and Linguistics, Concordia University, H-663, 1455 boul. de Maisonneuve West, Montreal, Quebec H3G 1M6.

STATISTICS
UNIVERSITY OF ALBERTA, Department of Mathematical Sciences, Instructional Computer Position in Statistics. The Department of Mathematical Sciences invites applications for one-year Faculty Service Officer I position to develop instructional computer laboratory materials in statistics. This is an academic position and will be available for up to two additional years subject to funding. Starting date is July 1, 1997. Working closely with instructors, the successful applicant will prepare computer-based laboratory materials for first- and second-year statistics courses, coordinate the labs and train teaching assistants for these labs. Preference will be given to applicants who are familiar with Minitab, Excel, C++, HTML, Java and have experience developing materials available through the World Wide Web. In addition, applicants should have good knowledge of a broad-based undergraduate curriculum in statistics. A PhD in Statistics is preferred, but candidates with a MSc in statistics or computer science and the appropriate experience are encouraged to apply. The present floor for a Faculty Service Officer I is \$39,200 per annum. Applications and three letters of reference should be sent to: Dr. D. Kiessenschneider, Chair, Department of Mathematical Sciences, University of Alberta, Edmonton, Alberta T6G 2G1. The closing date for applications is June 2, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If

suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities.

VISUAL ARTS
THE UNIVERSITY OF WESTERN ONTARIO — The Faculty of Communications and Open Learning and the Department of Visual Arts invite applications for a full-time bereavement (tenure-track) faculty appointment at the rank of Assistant Professor in Film/Video Production and Theory. This position is a joint appointment between the two units. The successful candidate will have a MFA or PhD in film/video theory and production or a related discipline, and an active record in film direction and production. The ideal candidate for the joint appointment will combine a critical understanding of the forms of popular culture with knowledge of the parallel developments in experimental film, video art, multimedia and performance. Proven experience in directing film/video and in all aspects of production is necessary. Teaching experience is an asset. The successful candidate will work collaboratively to develop and teach courses in film/video production and theory within existing programs in multimedia and film in English/Film Studies and in Visual Arts. At the same time, the successful candidate will strengthen the area of film and media studies within the Faculty of Communications and Open Learning, a faculty that takes as its scholarly domain the role and impact of information media and communications in the lives of individuals and in society. Letters of application, curriculum vitae, examples of recent work and names of three referees should be received by May 5, 1997, addressed to: Dr. Madeline Lennon, Chair, Department of Visual Arts, The University of Western Ontario, London, Ontario, Canada, N6A 5B8. The position is subject to budgetary approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples and persons with disabilities.

WOMEN'S STUDIES
UNIVERSITY OF MANITOBA — Faculty of Arts, Women's Studies Program. The Women's Studies program in the Faculty of Arts at the University of Manitoba invites applications for a tenure-track, full-time appointment at the assistant professor level, starting July 1, 1997 or soon thereafter. Candidates should have a background in Women's Studies and the Humanities (such as

English, cultural studies, history, philosophy, religion, film, theatre, classics). The successful applicant will be expected to teach a core Women's Studies introductory course (Perspective from the Humanities), some upper-level core courses, participate in Women's Studies self-governance and other university service, and develop a vigorous and excellent research program as well as have the opportunity to develop courses in their area of specialization and work with graduate students. Women's Studies is an interdisciplinary program that studies gender and the intersection of race, class and sexuality. Qualifications: PhD in Women's Studies or a Humanities discipline, strong teaching research, and publication record in Women's Studies; and ideally, involvement in Women's Studies or feminist community organizations. Effective April 1, 1997 the floor salary for an assistant professor is \$40,850.00 per annum. Salary will be commensurate with experience and qualifications. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples, and persons with disabilities. This position is supported in part by an Employment Equity Incentive Fund Grant and women are particularly encouraged to apply. This advertisement is directed to Canadian citizens and permanent residents. Owing date for applications is April 30, 1997. Applications should include a curriculum vitae, 3 letters of reference, and a brief statement of teaching and research interests and should be directed to: Dr. Linda Wilson, Chair, Women's Studies Search Committee, c/o Department of Psychology, Faculty of Arts, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.

ACCOMMODATIONS
Furnished Home for Rent — Ottawa May 1st to August 31st Downtown property (Sandy Hill) fully equipped or air conditioned; four bedrooms; 2 1/2 baths, close to parks, shopping, bus, universities, and parliament Hill. \$1,250.00 (313-255-5681).
SABATICAL RENTAL — Kingston, Ontario. Spacious 3 bedroom house, furnished, in quiet residential area. Large yard, book-lined study with skylight, hardwood floors, piano, wood stove in finished basement. Blocks from elementary and high schools, tennis club, Lake Ontario and Queen's University. From July 1, 1997 to August 30, 1998. E-mail: patrickdpo@post.queensu.ca; (613) 945-2382 (office) or (613) 946-1048 (home). Rent negotiable.
SABATICAL RENT, Quebec City, from 1st Aug 97 to 1st Jan 98, house with fire station; 4 bedrooms; 5 minutes from Laval University; 900 sqm. Information: Dominique Gosselin, tel: (418) 517-1910; e-mail: dominique.gosselin@ulb.ca.
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SABATICAL RENT, Kitchener-Waterloo, Ontario, August 1997 to July 1998. Near downtown Kitchener. Furnished, 4 bedrooms, vinyl, near schools, stores and public transportation. 15 minutes by car to University of Waterloo and Wilfrid Laurier University. Contact Prof. François Paré at (519) 824-4120, ext. 3187 or e-mail: fp@uoguelph.ca.

RENTAL — Central London (UK) June-Dec 1997 (min 2 months). Fully furnished studio apartment. Email: vincentm@orange.com.

VANDUVER RENTAL — Central (5 min. to Broadway/Murray Station) 1 large master bedroom, 1 bath, office, 2 baths, skylights, garage, 2 patios, downtown & mountain-view balcony. W/D, DW, gas FR fully furnished. No pets, no references. Available May-Aug. '97. Monthly rental or longer \$1500 per month. Fax (604) 253-0051 or e-mail: dvanduver@procal.ca.

PROVENCE, South of France, 3-bedroom house (furnished) in the picturesque village of Pay-loulou, 20km east of Aix-en-Provence. Private washer, central heating, \$1000.00 per month including utilities. Beth, (416) 978-7458 or 586-2150 or b.van@uoguelph.ca.

LONDON HOUSE, Camden Town, London, England. May to August accommodation in University of Guelph's "Guelph London House". Rooms or flats, full housekeeping privileges. Daily, weekly and monthly rates. Minimum 3 nights stay. This smoke-free environment is ideal for academicians/travellers. Guelph London House, c/o University of Guelph, Guelph, ON N1G 2W1. PH: (519) 824-4120 Ext. 3357; FAX: (519) 762-1670; E-mail: ach@uoguelph.ca.

FOR RENT PARIS STUDIO in modern bldg. Furnished (incl. bedding and all wares, W/D, phone, alarm, and all appliances). Sep. kitchen and WC, 4-piece bath, US parking, etc. Ex. south location. Ideal for sabbatical. Aug-Sept '97 through June '98, or any 6-month period. \$90 (incl. heat & water) maintenance. (604) 732-3016.

SABATICAL RENTAL, Ottawa West End. Bright, spacious, hardwood floors, sun-room, skylights. Minutes to excellent primary/secondary schools. Close to downtown and the university. Option of use as car. Available July 1, 1997. Phone: (613) 722-5720 or email: w@4.com.

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1987 Renault 21 in very good condition available in France at end of July. Contact Michael Hoy via e-mail address: mike@uoguelph.ca.



University of Alberta
Edmonton

Director, English Language Program

Applications are invited for a tenure-track position as Director of the English Language Program, the Faculty of Extension, University of Alberta. The appointment will be at the Assistant or Associate Professor rank depending upon qualifications and experience. The appointment date is September 1, 1997.

Minimum qualifications are an earned PhD in Applied Linguistics or TESOL and ESL/EFL teaching experience. General knowledge of Applied Linguistics, TESOL, and adult teaching in a multicultural setting is also essential.

Expertise in two or more of the following areas is also necessary: methods and materials design, curriculum and syllabus design, language testing, supervision of ESL/EFL practicum, teaching of the skills (listening/speaking, reading or writing), second language acquisition, computer literacy, distance education. Experience in overseeing a multi-million dollar budget and excellent interpersonal skills are definite assets.

The successful candidate will assume responsibility for the academic and financial direction of the English Language Program. The program serves more than 2,000 students from over 40 countries each year through credit and non-credit intensive courses, evening courses, and summer cultural institutes. It plays a valuable role in the University of Alberta's international relations efforts, and the Director is charged with building and maintaining strong relationships with campus faculties and with overseas universities.

Additional information on the English Language Program and the Faculty of Extension is available through the ELP web address:

<http://www.elp.uab.ca/elp/>

Applicants should forward a letter of interest, curriculum vitae, the names of three referees, and transcripts from the institution awarding their terminal degree. The deadline for receipt of the dossier is May 1, 1997. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered.

Address applications and required documentation to:

ELP Director Search Advisory Committee
Faculty of Extension, University of Alberta
8303 112th Street
Edmonton, Alberta
Canada T6G 2T4

The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities.

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Department of Curriculum & Instruction (Humanities) Language Arts & Reading: Early Years

Applications are invited for a probationary/tenure-track appointment at the Assistant Professor level in the Department of Curriculum and Instruction (Humanities).

Qualifications — Applicants should possess a completed doctorate (or ABD) in Language Arts and Reading with expertise and extensive experience in teaching in the Early Years (Kindergarten to Grade 4). Applicants must meet the qualifications for a teaching certificate.

Duties — Duties will include undergraduate and graduate teaching of courses in Language Arts and Reading, supervision of field experiences, supervision of graduate theses and projects, and establishment of a personal program of writing and research.

Starting Date — September 1, 1997

Deadline for Applications — May 31, 1997 or when position filled

Salary — The Assistant Professor salary range is \$29,298 to \$58,356

The Faculty of Education is in the final stages of a complete revision of its Bachelor of Education programs. Improved integration of theory and our twenty-two weeks of classroom experience has been the focus. The new program includes Early Years (K-4), Middle Years (5-8), and Senior Years (9-12) routes. The Faculty operates several programs providing teacher education to rural, Native, and Northern clientele. Our Master's program offers majors in counselling, curriculum and instruction, and educational administration.

Applicants should submit a copy of their curriculum vitae, including official transcripts, a statement of writing and research interests, and copies of relevant publications. Applicants should also arrange for three letters of reference to be sent to:

Dr. R. Common, Dean
Faculty of Education
Brandon University
Brandon, MB R7A 6A9

Phone: (204) 727-9656
Fax: (204) 728-3336
E-mail: common@brandonu.ca

In accordance with Canadian Immigration requirements, this advertisement is primarily directed towards Canadian citizens and permanent residents. Both women and men are encouraged to apply.

Parties Mum on PSE as Election Looms

BILL BRUNEAU

WITHIN WEEKS A FEDERAL ELECTION campaign will likely be called. Your CAUT Executive, along with our staff, are already thinking about questions we shall ask the parties and the candidates. We aim, as usual, to make post-secondary education a central issue in the election. Strange, perhaps, but this has a lot to do with the strike at York University.

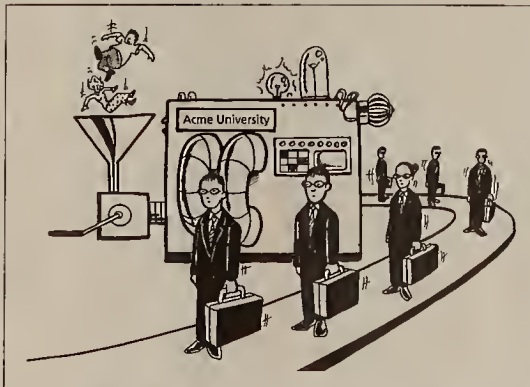
As to elections, politicians fear post-secondary education is not a winning issue. They say it's hard to persuade people, who may be afraid of losing their jobs, that federal funding should support advanced research and teaching.

Beyond this practical calculation, Liberal and Opposition politicians are reluctant to make education a top issue because they find it embarrassing to compare past and present. They do not like to think about the difference between their parties' historic commitments to public education and their present policies.

The Liberals have partial amnesia, to judge by Paul Martin's announcements, especially about transfer payments destined to decline by 40.7 per cent. In the 1960s, Liberals under L.B. Pearson and Pierre Trudeau helped build an excellent and accessible national post-secondary education system.

THE benefits have been obvious. Canada has been economically resilient despite the oil price crisis of the 1970s and the booms-and-busts of the 1980s. Our society retains trust in its great public institutions. Yet since 1993 the Liberals have withdrawn billions from post-secondary education, health, and social services in Canada. The Liberals no longer speak of fairness, as Pearson did, or of justice as Trudeau did.

I've suggested two main reasons why post-secondary education has not been at the centre of federal election cam-



paigns — that post-secondary education isn't a "winning issue," and that post-secondary education issues are bothersome reminders of politicians' poor memories. But there are more.

In the latest *London Review of Books* (20 March 1997, pp. 16-17), Conrad Russell writes that governments, faced with the evidence about cuts and their effects, have "taken refuge in a cult of reorganisation designed to produce 'efficiency' and 'better value for money' — the usual Whitehall euphemisms for 'less money'."

So even as the funding goes down, the demand for government intervention rises, and with it, insistence on larger class-sizes, officially required use of untested technological devices (whole departments on the Internet?!), and so on and on.

Governments, whether Canadian or British, feel they must find ways to ensure universities, colleges and schools

are doing as they are told, and meeting "public" demands for cheap and "effective" education. Governments do this in two ways. First, they construct huge bureaucracies to check on us, to collect statistical performance indicators and the like. Second, they propagate the belief that the victims of underfunding are to blame for their sad condition. In England, the scapegoating takes the form of an assault on "outmoded politically correct ways of teaching" (as John Major asserts) and leads to publication of an "endless series of school and university league tables" (as Russell says). In Canada, the rhetoric is only superficially different.

SO we come to the strike at York University. Yes, the York University strike is about fair salaries and fair conditions for retirement. But it is also about a board of governors whose policies are centralist

and non-participatory, whose administration is large and costly, whose fascination with "efficiency" and "value for money" has nothing to do with quality post-secondary education or with broadened access to the university. This strike is about an arbitrary administration, the creature of a business-minded board of governors. Behind the actions of the board and of the York administration is the government view that education must be "transformed" and shown to have a favourable cost-benefit ratio.

This where federal and provincial cost-cutting is transformed into the reality of factory-style education with large classes and little contact between faculty and students.

York's questions are, then, also the questions to be asked in the coming election: Will we keep knowledge and equity as core values in Canadian society? Will we make open and participatory governance the hallmarks of Canadian post-secondary education — or just a happy memory? ■

Le mutisme des partis à la veille des élections

D'ICI QUELQUES SEMAINES, LA CAMPAGNE Électorale fédérale sera probablement lancée. Le Comité de direction ainsi que le personnel de l'ACPPU songent déjà aux questions que nous poserons aux partis et aux candidats. Comme à l'habitude, nous visons à placer la question de l'enseignement postsecondaire au centre des débats pendant les élections. Cela peut paraître étrange mais ce sujet touche de près la grève des professeurs de l'Université York.

En ce qui concerne les élections, les politiciens craignent que l'enseignement postsecondaire ne soit pas une question gagnante. Ils estiment qu'il est difficile de convaincre les gens, qui ont peut-être peur de perdre leur emploi, que le gouvernement fédéral devrait financer la recherche et l'enseignement supérieur.

Au-delà de ce calcul pratique, les politiciens libéraux et de l'opposition hésitent à accorder la priorité à l'éducation car ils trouvent gênant de comparer le passé et le présent. Ils n'aiment pas réfléchir à la différence entre les engagements historiques de leur parti envers l'éducation publique et leurs politiques actuelles.

Les Libéraux souffrent d'amnésie partielle si l'on se fie aux annonces budgétaires de Paul Martin, en particulier dans le cas des paiements de transfert qui diminueront de 40,7 p. 100. Dans les années 1960, les Libéraux de Lester B. Pearson et de Pierre Trudeau ont aidé à mettre sur pied un excellent système national d'enseignement postsecondaire accessible.

LES avantages parlent d'eux-mêmes. Le Canada a bien réagi économiquement malgré la crise du pétrole des années 1970 et les cycles d'emballement et de dépression des années 1980. Notre société a maintenu sa confiance dans les grandes institutions publiques. Pourtant, depuis 1993, les Libéraux ont

soustrait des milliards de dollars à l'enseignement postsecondaire, à la santé et aux services sociaux au Canada. Les Libéraux ne parlent plus d'équité, comme le faisait Pearson, ni de justice, comme le faisait Trudeau.

J'ai avancé deux raisons principales expliquant pourquoi l'enseignement postsecondaire n'est pas un enjeu prioritaire dans les campagnes électorales : l'enseignement postsecondaire n'est pas une question gagnante et rappelle des souvenirs gênants aux politiciens à la mémoire déficiente. Mais il y a plus.

Dans le dernier numéro de la publication *London Review of Books* (20 mars 1997, pp. 16-17), Conrad Russell écrit que les gouvernements, devant les conséquences de leurs compressions, se réfugient dans le culte de la réorganisation en vue d'être « efficaces » et d'en « avoir plus pour leur argent », ou selon l'euphémisme de Whitehall, « pour moins d'argent ».

Par conséquent, à mesure que le financement diminue et que la demande pour l'intervention gouvernementale s'accroît, on insiste pour augmenter la taille des classes, on utilise des engins technologiques non éprouvés mais qui sont officiellement exigés (des départements en entier sur l'Internet?!), etc, etc.

Qu'ils soient Canadiens ou Britanniques, les gouvernements estiment qu'ils doivent trouver des moyens permettant d'assurer que les universités, les collèges et les écoles font bien ce qu'on leur demande et qu'ils répondent aux exigences « publiques » pour une éducation peu coûteuse et « efficace ». Les gouvernements y arrivent de deux manières. D'abord, ils créent d'énormes bureaucraties qui nous surveillent, qui recueillent des indicateurs de rendement, etc. Ensuite, ils répandent la croyance selon laquelle les victimes du sous-financement sont responsables de leur triste con-

dition. En Angleterre, le processus du bouc émissaire consiste à s'attaquer « aux méthodes pédagogiques désuètes mais politiquement correctes » (selon John Major) et à publier « d'innombrables statistiques sur les écoles et les universités » (selon Russell). Au Canada, le discours ne diffère qu'en surface.

CE qui nous amène à la grève à l'Université York. Il est vrai que cette grève porte sur les salaires et des conditions de retraite équitables. Par contre, elle met également en lumière les politiques centralistes et passives du conseil d'administration. Elle montre que l'administration est un appareil coûteux et imposant sur qui « d'efficacité » et la notion « d'en avoir pour son argent » exerce une fascination qui n'a rien à voir avec un enseignement postsecondaire de qualité ou avec une plus grande accessibilité à l'université. Cette grève est au sujet d'une administration arbitraire, la créature d'un conseil d'administration orienté vers la gestion. On sent, derrière les actions du conseil d'administration et de l'administration de l'université, l'influence du gouvernement qui croit qu'il faut « transformer » l'éducation et prouver un rapport avantages-coûts favorable.

Tout cela se passe alors que les compressions fédérales et provinciales se concrétisent sous la forme d'une éducation ressemblant à une usine, avec des classes nombreuses et peu de contact entre les professeurs et les étudiants.

Les questions que soulèvent la grève à York sont aussi les questions qui devront être posées pendant les prochaines élections : Est-ce que nous conserverons le savoir et l'équité comme les valeurs essentielles de la société canadienne? Est-ce que nous ferons d'une direction transparente et active la marque de l'enseignement postsecondaire au Canada, ou n'en restera-t-il qu'un heureux souvenir? ■